

## PERSONAL

Nowadays I try hard to explain that the report on the education of the handicapped is more than five years old; even the 1981 Act is getting on, no longer a baby but at least a toddler. And I, who was never at any time an expert on special education, am now totally out of date, and in any case immersed in the affairs of yet younger people, such as four-cult embryos fertilized in a test-tube. But I suppose that just as "Plowden" means primary schools, so perhaps my philosophical colleague, Bernard Williams, will be forever stuck with pornography, and I with special education.

Sometimes I think back to the report and wonder where we went wrong. Recently, for example, I heard some educational psychologists complaining that just when their contribution was beginning to be better understood by schools and by parents, they found they had no time to carry out their proper tasks because they were so busy completing statements for children with special needs. I began to try to find out how many statements were in fact completed, and of course I didn't get very far. But such evidence suggested that far more children were the subject of statements than we had envisaged, and that, at least in some local authorities and in some schools,

the presumption seemed to be that if anything at all was to be done for a child, she would have to have a statement.

We introduced the idea of the statement (though we called it by a different name) with extreme reluctance, for we could see some of the dangers. In the report we had seriously tried to break down the sharp distinction between the "handicapped" and the "normal" child. We had attempted to render intelligible the idea of a continuum of ability, from the lowest to the highest, and of a variety of different needs, some quite temporary, others permanent, which might be manifest all along the continuum.

But with the statement we were all over again introducing a cut-off point, between children who had them and those who did not. The most severely disabled children, for whom statements were thought necessary, were to be in a different category from the rest.

We did not see how this could be avoided, however, if the interests of these children were to be safeguarded. A record was necessary of how their educational need had been assessed, so that it could be checked, by parents or local authority, to see that the recommended provision had been made available; and it was essential



Mary Warnock

that the record and the assessment should be kept up to date. We thought this more important for the very severely handicapped, than any other consideration.

We were also comforted by the fact that statements would be made only for the few children with perfectly manifest and possibly permanent educational problems. We never worked

out how many such children there would be; but I suppose we thought that there would be fewer than the 2 per cent of children who were in special schools at the time the report was written.

But now it seems that the statement is playing a quite different part in the educational system. It is as if some schools had decided that only children with statements could be treated as having special needs, and a "statement" child is becoming, all over again, a "special" child.

I suppose we were naive not to foresee this. We listed four different stages of assessment, and it was as a result only of the final stage that we thought a statement would emerge. But the first three assessment-stages seem to have got lost.

Of course, the first two were to be entirely school-based. And it may well be that in good schools the kind of consultation we envisaged happens anyway, and is hardly noticed as anything so formal as an "assessment".

In good schools, too, as a result of such consultation among teachers, changes may be made in the curriculum of the child, or such simple devices tried as placing her at the front of the class, or getting her hearing tested. Good schools have an inbuilt flexibility

and a readiness to make exceptions where they are needed.

But alas this is comparatively rare, and the reason is not just lack of money but also lack of imagination. Moreover, fear that the proliferation of statements may have two sinister aspects. The first is that the more statements it can boast among its pupils, the more resources it will command. If this becomes the pattern, then children will be the subject of statements not for their own care but for that of the school. Secondly, it may be that teachers will begin to hold that if a child is "statemented", she is no longer the concern of the ordinary teacher. The buck can be passed; she becomes someone else's worry.

I see no way to avoid these dangers except to go back to the spirit of the report (and of the 1981 Act) and regard the drawing up of a statement as a last resort. Only so will children with special needs take their proper place in schools, not as freaks or odd-balls but as part of the regular and expected pupil roll.

Schools must change, if this is to happen, not least in their attitude to examination results. This is not a different story; it is, I believe, part of the same melancholy tale.

## DIARY

## Full marks for trying...

This week I turn my attention from the 11-plus pupils of Southwark and saving the searchlight towards those of the London borough of Bromley - though I am informed by a Dr Page, its senior secondary bureaucrat, that "11-plus" is not a term one employs in Bromley.

Pity the poor Bromley bureaucrats - their problems are twofold, in coping with the selection procedures for the two grammar schools they have now been operating for the past three years. The first is that they can't get enough teachers to mark the achievement tests which 800-odd eager Bromley 11-year-olds sit each January, instigated to do so by anxious and ambitious mummies and daddies from Penge to Petts Wood. "It's a nightmare to get them marked," says Dr Page.

The other problem is that some of these mummies and daddies have been making quite serious allegations - not one of which, Dr Page hastens to assure me, has been remotely substantiated - against the good primary teachers of the borough, accusing them of coaching 11-year-olds, and even leaking their exam papers, thereby depriving their own highly intelligent (but uncoached) offspring of the precious grammar school place they so richly deserve.

Set, by their political masters, the task of solving this 11-plus conundrum, the bureaucrats of Bromley have been imaginative. They have come up with a scheme which will kill two birds - or rather 800 Bromley 11-year-olds - with one stone. They are going to use student teachers to do the marking, stipulating only that they should not be residents of the London borough of Bromley, to avoid what would inevitably be the next flood of allegations - that older brothers and sisters were secretly helping their siblings over the hurdles.

They are offering the students the princely sum of £3 per hour for invigilation, 50p for each double-marked script and £1 for travelling expenses. I'm not to have to report that they have already come up against one snag. They went to Goldsmiths College for a supply of student labour and were politely told that it would be both "impracticable and inappropriate" for their students to take part.

Happily, however, Avery Hill has cooperated, though it's yet to be seen how many student selectors this particular college employment agency will

be able to produce. The grammar schools at the receiving end of this troublesome enterprise are Newstead Wood (for girls) and St Olave's and St Saviour's (for boys) - both nestled in Orpington at the stockbroker end of the borough and only take 90 youngsters each, so the competition is considerable.

For St Olave's, its new leafy location is a pleasant relief from its original site next to London Bridge. It was piously founded for the poor of the two riverside parishes and its trust deed tediously instructs the governors to make places available to children from Southwark and Bermondsey.

So such children are allowed to apply so long as they have a note from their vicar and are willing to sit Bromley's achievement test. Unfortunately, but wholly coincidentally, during the first three years of the new selective system, no child from Southwark or Bermondsey has proved able to qualify for even one of the 180 places available each year for the indigenous young Bromley intelligentsia.

I can feel my great uncle Saville - who used to teach at St Olave's in the early years of the century - turning restlessly and unhappily in his grave.

## Some Dyer prospects

To the University Grants Committee in the elegant Nash terraces of Park Crescent, to hear Sir Peter Swinnerton-Dyer - a recent open government convert - tell us how to abolish a university. He informs us that no British university has become defunct since Stamford in the twelfth century. Since he is the 16th baronet, he knows about these things. He then explains to us the nice differences between zero funding - that is, bankrupting a university (possible) and getting the Privy Council to strip it of its charter (improbable, apparently, even under Thatcher).

We gather that the most likely outcome for our smaller, doomed universities is "demotion" to



Swinnerton-Dyer: How to abolish university



Walter Goldsmith: Improve links with business

polytechnic status, or perhaps cooperating with an existing polytechnic or two to form a "polyversity". The ideological right, on the other hand, seems to be thinking rather differently. They wish to perpetuate the binary divide. Some inkling of their plans was provided the other day by the Prime Minister's best friend, Mr Walter Goldsmith of the Institute of Directors. Universities should improve their links with business, he insisted, and polytechnics should be taken away from local authorities and concentrate on "technical learning".

A 1984 vision of a few clever Orpington boys graciously allowed to study business at university, and all other aspirants to higher education packed into Manpower Services Commission-run polytechnics, with political discussion forbidden, looms before my eyes. I hope it's all a horrid dream.

## Lingering death?

Sir Keith, on the other hand, has proved himself less than speedy at closing things. Nearly two years ago, under orders to reduce the number of quangos, he announced the abolition of the Schools Council and the creation of two new ones - now the Cockcroft exam quango and the Blin-Stoyle curriculum one; and since the Schools Council refuses to lie down and die, he's now wound up with three of these animals.

It is assumed that the Schools Council will be formally chopped, once a suitably compliant bureaucrat can be discovered to run the curriculum one. Professor B-S is only a part-timer. My old huss and headmaster at Ecclesfield Grammar School, Arnold Jennings, currently the Council's acting chair, tells me that there's nothing the Government can do to force the Council to close, apart from giving it a dose of the Swinnerton-Dyer and applying "zero funding".

But the Council is an independent charity with royalty income of its own and it could just stagger on; it might have done so in style, if the Association of Metropolitan Authorities had backed it, but they got cold feet and then the teachers' unions did also.

In the final resort, the DES could bankrupt the Council by lumbering on it the redundancy costs of its few employees who haven't yet fitted



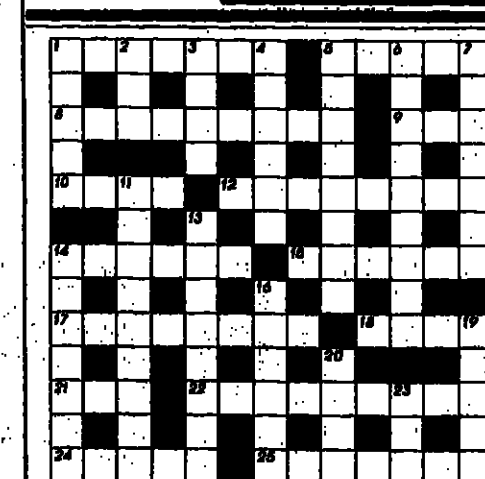
## Ascent of Mann

Among the many ex-Schools Council employees who have deftly climbed out of the last ditch and fallen on their feet, is John Mann, the ex-secretary. He used to help run Sheffield's education and now he's going to run Harrow's; indeed there's quite a Mann dynasty developing, expert in taking solid northern experience into the less-enlightened parts of Britain.

John's brother Peter, once another colleague of mine at Ecclesfield and more recently an adviser to my old Select Committee, has been chosen by Dorset as their new chief adviser. I used to teach on the south coast in the old days, and the translation from sleepy Wessex to wide-awake Yorkshire was electric. I wish Peter luck in transforming Dorset and waking up Wessex.

Christopher Price

## No 126 CROSSWORD by Rufus



- Across
- 1 Rushing madly in great confusion (7)
  - 2 Division in Yugoslavia (3)
  - 3 A count of small types (9)
  - 4 Catch a number on the rebound (3)
  - 5 They may be consumed from cups (4)
  - 6 A short reassurance that one doesn't mind? (5,2,3)
  - 7 A one old ally (6)
  - 8 Shout about jelled eel

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- In the salad, perhaps (6)
- 9 Discuss at leisure what one does for a living? (4,4)
  - 10 Fruitless sort of raid (4)
  - 11 Robust no-nonsense vehicle (3)
  - 12 Article is made practical (9)
  - 13 Neats new gains (5)
  - 14 Water at the mouth (7)
- Down
- 1 Discrimination shown in a new state (5)

ANSWERS TO PUZZLE NO 125

Teachers face the possibility that they will not automatically be able to suspend pupils from school, as they might be contravening the European Convention on Human Rights.

Suspensions have risen sharply in the last few years, and the authorities which have abolished corporal punishment were a breach of the rights of parents.

This week Mr Stephen Sedley, a QC, gave an opinion in a case brought by a parent objecting to corporal punishment that it could legitimately bring a breach of Human Rights since it was a child's right to have a right to education irrespective of the philosophical convictions of his or her parents.

Teachers' spokesmen commented that suspension, too, were to be abolished there would be precious few pupils left to teachers to cope with.

The National Association of Teachers has advised its members against suspending pupils who previously have been caned.

Derek Best, chairman of the professional and legal advice committee, said: "Our advice would be to suspend only pupils if they are seen to be in danger of being viewed as an alternative to corporal punishment cannot be given."

However, he warned that - if local education authorities were to tell

headteachers they could not use suspension as a punishment in addition to banning corporal punishment "we would really be in a corner".

In the ILEA, suspensions increased from 951 in 1980-81 to 1355 in 1981-82, although the authority points out that it has changed its procedures for calculating suspensions, many schools had already abolished the cane anyway and many of the suspensions were of senior pupils who had become disillusioned by the likelihood of unemployment.

In Derbyshire there has been a steady rise in suspensions of more than three days since the abolition of corporal punishment in 1981. A recent report to the schools sub-committee revealed that in April (the peak time of year) there were 57 suspensions in 1981, 88 in 1982, and 132 this year. By contrast the figures for October were 12, 19, and 42 respectively.

Brent has only just started keeping detailed statistics on suspensions but a spokesman said this week that there has been a tendency for them to rise since the abolition of corporal punishment.

In his advice to the Children's Legal Centre, Mr Sedley also argues that the Government will be brought into conflict with the European courts again if corporal punishment is retained in some schools.

He bases his argument on a judgment reached by the European Court of Human Rights in 1978 when it upheld a complaint against judicial birching in the Isle of Man.

## SEX BIAS

The National Union of Teachers has been accused of indirect discrimination against women.

## Foul play

England's soccer manager Bobby Robson has been attacked for using school boys as guinea pigs in his quest for the World Cup.

## AMA uproar

Plans to curb local authority powers caused Labour and Tory anger at the AMA education conference.

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## Gloomy outlook for pay structure talks

by Richard Garner

Local authority leaders are expressing grave doubts over whether they will be able to finance a deal with teachers' unions on reshaping the profession's salary structure.

A private meeting of the management panel of the Burnham committee, which negotiates teachers' pay, failed to call for a meeting with Sir Keith Joseph, the Education Secretary, to press for extra cash aid from the Government for the proposals.

They feel he should be aware that if agreement is reached to coincide with next year's salary negotiations, it would involve a substantial breach of the Government's 3 per cent pay target for the public sector.

They expect him to need Cabinet approval for any extra cash - and will argue that their most controversial proposal, to reward "good" classroom

teachers as a result of an annual assessment procedure, will help identify "incompetent" staff. Sir Keith is said to be sympathetic to the management's proposals.

In addition, they will consult individual local education authorities to see if they are prepared to back the plans - in the knowledge they may prove costly.

It was clear from this week's meeting that representatives of both the Association of County Councils and Association of Metropolitan Authorities are anxious to secure agreement on a package - even if they privately admit this is unlikely to come before the following year's pay agreement in April, 1985.

Doubts are also emerging on the teachers' side over whether agreement can be reached. Their main concern is

that progression through a newly-established main professional grade - replacing scales one and two - should be virtually automatic to offset the present lack of promotion opportunities.

Meanwhile, leaders of the NUT meet this weekend to fix next year's pay claim. Their decision will be presented to a meeting of the teachers' panel of the Burnham committee next Wednesday.

Union leaders affirmed that their pay strategy would bring them into conflict with the Government's 3 per cent target. The package is also bound because of NUT conference policy to include a call for a restoration of teachers' pay levels which all unions agree have fallen well behind those of other professional groups in recent years.



Flying visit: A Royal Navy Sea King helicopter drops in on Wimborne County Infant School, Dorset, which is attended by children of the pilot, Lieut.-Commander John Cooper, and his wife Theresa, who is in the Royal Naval Reserve (pictured left).

## Skills test proves popular

by Nick Wood

About 12,500 youngsters in 180 secondary schools throughout the West Midlands are sitting new proficiency tests, the results of which should give potential employers a far clearer idea of their abilities.

Unlike GCSEs and CSEs which slot candidates into a pre-arranged pecking order according to their performance, the new proficiency tests in arithmetic and use of English score their achievements in a range of closely defined skills chosen to be of value to employers.

A spokesman for the board said that the tests had been introduced to give less able school-leavers a record of their achievement in basic skills.

The arithmetic test, for instance, records the percentage marks achieved in eight key areas: mental arithmetic, number, decimals, fractions, ratios and percentages, approximating and estimating, weights and measures, and applications and problems.

Similarly, the English certificate sets out pupils' marks in the essential skills of writing, speaking, reading and listening.

"Certification will be by means of a profile in which a pupil's particular strengths in important basic skills can be clearly identified," schools have been told.

The tests are proving popular. Around one in eight of the annual crop of CSE candidates is taking them. Final marks, based on a variety of timed question papers, will be released in January.

## Unions vie for deputies

Inter-union rivalry has broken out over the moves by the 3,000 Secondary Heads Association to allow deputies to join its ranks.

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, which represents about 2,000 deputy headteachers at present, said: "It is hard for us to see it as anything other than an attempt at poaching because they're recruiting deputies in the secondary sector where I would think we have the majority of deputy heads".

The decision - which is likely to be ratified at an extraordinary general meeting of the SHA to be held in London tomorrow - is bound to strain relationships between the two organisations, which at present share the same headquarters in Bloomsbury, London.

Mr Smith said the SHA had kept the move very quiet, adding: "They never consulted us about it and some people would have felt it would have been

only courteous for them to do so".

He went on: "I'm quite confident the majority of our deputy headteachers will see the decision for what it is - an attempt to increase SHA's influence without involving deputy heads in a full and democratic way in their decision-making process."

"I am confident most of them will realize their interests are best served by remaining in an organization which is not run by headteachers and where their queries can be dealt with objectively."

Mr Peter Snape, general secretary of the SHA, said: "My experience in that in times of crisis they (AMMA) have looked after the interests of the majority of their members and left the deputy out on a limb."

"We held four conferences for deputies and they were all over-subscribed. From the floor all these conferences came an expression of this anxiety about being left out on a limb. Deputy heads in all unions really felt in an impossible position."

## Platform

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## Hearts and minds still to be won

There's nothing like a good opinion poll for pandering to prejudices. The Gallup Poll commissioned by Channel 4's current affairs programme, *20/20 Vision*, to back a free ranging gladiatorial discussion on comprehensive schooling, is no exception.

As polls go it seems unexceptional: a reasonable sample (947); detailed breakdowns by age, social class and so on; an open-ended question at the end. The main weakness was that people were not asked, straight out, whether they favoured a return to the 11-plus.

The result on most questions seemed absolutely clear-cut: 54 per cent believed that children got a better all-round education in selective schools, against 35 per cent who favoured comprehensives; 61 per cent believed that a child would achieve the best exam results of which he or she was capable in a selective system, against 25 per cent in a comprehensive one; 45 per cent believed standards had declined with the introduction of comprehensives; 20 per cent that they had risen; and 22 per cent that they had improved.

But wait a moment. Only 12 per cent believed that comprehensives should be abolished – against 9 per cent who wanted a totally comprehensive system. A majority (54 per cent) favoured either the status quo, or more comprehensives, against 43 per cent who wanted more selective schools.

Breakdowns by age groups, regions, and political affiliations, also show intriguing differences, even though every group favoured selection. The 16 to 24-year-old age group was fairly evenly balanced.

with 49 per cent for selection and 45 per cent for comprehensives. The next most comprehensive-minded age group was the 35-44s, splitting 51 per cent/40 per cent. The 25-34s split 56 per cent/36 per cent, and the 55-64s 60 per cent/30 per cent.

It's tempting to conclude that those with recent experience of schools – both parents and children – like comprehensives better than those who either went through selective schools or suffered (as parents or children) the transitional upheavals of reorganization.

Figures for social class are unsurprising – the higher the class, the more favourable to selection (70 per cent of A/Bs favoured selection against 52 per cent of C/Ds). Preferences also went with political affiliation: 25 per cent of Conservatives now favour comprehensives, but Mr Kinnock and Mr Radice will be sobered to hear that 46 per cent of Labour voters want selection, against 43 per cent for comprehensives. Alliance voters came in between.

But there were interesting regional differences. The Scots, who have more true comprehensive schools, were most favourable to comprehensives, followed by Southerners. People in the North of England were most hostile, (60 per cent for selection). Finally, in an open-ended question, when respondents were asked to give the main reason for their choice, 18 per cent of those who favoured selection did so because they believed bright children were not held back, 15 per cent because they thought comprehensive classes were bigger, and 13 per cent because they thought selection provided better opportunities or results. Comprehensive supporters

said they provided fair opportunities for all (47 per cent) and better education all round (19 per cent).

However you read these results – however much you refer to the facts and respectable research about comprehensive schools; however much you believe that Solihull parents who are fighting to retain comprehensives might have supported selection in this kind of survey before they had to face the implications for their own children; however much you argue that the prejudices shown in this study have been fanned by a sustained and factually suspect campaign against comprehensives – these are sobering figures for supporters of comprehensives.

Clearly (as Professor Colin MacCabe was forcibly criticized for saying) comprehensives have not won the hearts and minds of the public. The myth of a golden, and selective, age, shows no sign of disappearing. The traumas and inequities of the 11-plus are forgotten. The unfair distribution of resources in selective systems (shown most recently in the HMI report on the London borough of Sutton) are not realized.

And all the hard grind that is reflected every week in these pages – the search for better assessment methods, curricula that fit the needs of today's children, systems by which schools can assess their work and improve their standards, and the rest – do not seem to have begun to impinge on the public at large. Those who are trying to improve standards, whatever system they work in, have a big job of persuasion on their hands if the next 30 years are not to be dominated, as the past 30 have been, by sterile debates about structure rather than content.

## COMMENT

### Instead of spoonfeeding

A great many pieces of educational research claim to be about standards and quality. Very few succeed as well as the study of sixth-forms and libraries reported on page 13. It contains few hard "findings" – no statistics of exam success, no classifications of sixth form teaching styles, no questionnaires rating provision on five-point scales, no computerized analysis of data.

But it does provide illuminating evidence, from teachers, students, and librarians, on sixth form teaching and learning. The picture is not, perhaps, very surprising, and certainly not alarming, but it has clarity, depth and focus. It shows the variety of influences that often prevent the rhetoric of the great British sixth-form, as a place where the foundations of independent thought and scholarship are laid – from being translated into practice.

No doubt many people will – rightly – seize on the evidence of appalling library resources in some comprehensives (and compare their meagre budgets and staffing with provision in independent schools). But the report also raises important questions about teaching methods and priorities – right through secondary schools.

Poor library resources and staffing can be a result of policy decisions, as well as of simple under-funding. If teachers do not value the school library, and fail positively to encourage children to use it well, there is nothing much the best and most highly qualified librarian in the best stocked library can do.

Pupils who have grown up on a diet of worksheets and dictated notes are unlikely suddenly to blossom into independent students, ranging freely around the library, when they reach the sixth form. It is easy for teachers and students to carry established habits of better learning into the sixth form – particularly when both consider they deliver the examination goods.

Happily, this evidence also shows that some teachers and students do manage to make the sixth form much

more than an A level factory. Others, who want to rethink either their teaching methods or, more simply, the organization and use of their libraries, would find this report an excellent, and very readable starting point. If HM Inspectorate is right in believing that "didactic" teaching can depress A level grades, there is a real incentive for rethinking.

Finally, it should be said that this research is the late Professor Lawrence Stenhouse's swan song. It shows both his high conception of what education should be about, and his concern to evolve research methods that investigate complex themes and promote "speculative understanding." It is fortunate that the British Library was prepared to step in and fund him where the main sponsors of educational research feared to tread.

### Sir Keith's modest bid

Sir Keith Joseph's Education Support Grants Bill had little difficulty in getting its second reading in the House of Commons on Monday evening. Both the Opposition parties saw their main job as acting as a post office for local authority complaints – especially those formulated by the Association of County Councils.

Labour harped on the constitutional enormity of yet another piece of central government intervention, but without conviction because more direct power for the DES would certainly be needed to carry out any foreseeable Labour programme.

There is, in all probability, some substance in the suggestion that ESCs will encourage local authorities to do a bit less off their own bat. But given the proliferation of other forms of specific grant, as Mrs Angela Ripston MP (the former AMA education chairman) put it, it is hypocritical at this stage to get up in arms about a very small programme of education support grants for the DES.

What is more unfortunate, however, is the timing. The Government has made such a mess of local government finance over the past seven years, that it is now in a position to be

for "over-spending" and from 1985, rate-capping, that this modest proposal for ESCs pales into insignificance. But coming on top of the other enormities, the new grants will undoubtedly be seen as yet another straw for the camel's back.

The trick is to find a way of giving DES a lever without inhibiting initiative at the local level, which is why it is right to limit DES direct-financing powers to a modest £30m to £40m.

### Subject to contract

On the face of it, the proposals approved at this week's meeting of the Burnham management panel (page 1) add up to a dream package containing many of the elements most desired by the partners to any agreement on a new salary structure.

Inevitably, however, for almost every desirable item in it there is a heavy price to pay – either directly in cash terms, or in the form of public words to be eaten. In the period of consultation and negotiation that now lies ahead, timing is going to be particularly delicate if all the balls are to be kept in the air until after the planned Manchester residential meeting of the Burnham working party in mid-December, when union leaders have agreed that everything is up for grabs.

So far as the Secretary of State is concerned, the proposals offer the reform of the pay structure which he has been calling for, and recognizes the need for assessment which he has been even more insistently demanding. Not only would there be assessment during an extended probationary period, but annual assessment after entry to the new professional grade, which would make it possible to identify the good teachers deserving extra reward, as well as the not so good ones needing support or an eventual way out.

There is no way that such a deal could be sold to unions within the present 3 per cent guidelines for the next pay round, which is why the local authorities have sought an urgent meeting with Sir Keith Joseph to discuss now what he is prepared to pay

the bill for the policy he wants. So far the DES representatives on Burnham have been noncommittal. They have approved the direction of proposals, but the reality is that it is the Cabinet which has to be persuaded, not Sir Keith alone.

One factor which will concern the Department of the Environment is that the financial consequences would not be limited to breaching the 3 per cent. Assessment demands fully staffed advisory services as well as more teacher time – but these services have been among the first to be cut in the struggle to meet DOE targets.

For the unions, the bitter pill inside the sugar coating is the proposal to write into the Burnham Report a range of duties and responsibilities to be attached to every teacher on the professional grade – which may include contractual arrangements for meal-times, after hours meetings with parents, and so on. The NAS/UNT position that everything is negotiable at a price is clear enough. The attitude of the NUT is equally clear but even more of a stumbling block, since, however attractive the deal to many of its members, it is stuck with a conference decision rejecting any deal which combines pay and conditions.

The management response to that is likely to be – the whole package or nothing. They let Houghton and Clegg go through with promises of professional *quid pro quo*; this time they want cast-iron guarantees of delivery.

no comment

Harry Judge

## Second opinion

### Can Oxford cut the Gordian knot?

To the surprise of everybody, especially themselves, the 28 Oxford colleges have agreed to do something about admissions. This is what the teachers working in the maintained schools have long been demanding. How should they now respond?

Changes have come because, although both the proportion of pupils from comprehensive schools and the quality of the intake have risen steadily, Oxford remains an impenetrable university.

For its own sake, and that of the country, it needs still more high students from maintained schools. The changes are needed because the present arrangements stimulate unproductive competition among the colleges, and because the bewildering choice of colleges and schemes has made Oxford entry as complex as the politics of the Middle East.

They are needed, above all, because the double-standard examination – open to candidates who had taken levels as well as their less privileged competitors who had not – persuaded many teachers in good schools that the dice were loaded against their own pupils and theirs.

Most of this has been put right, as the secondary school teachers' act. We all know that they face other competing tasks. But unless we urge a larger number of their pupils towards Oxford, the maintenance system will still appear, to influential parents and others, as a second class sector which cannot deliver the goods. All their pupils will suffer if the prejudice persists.

They should, therefore, tell the pupils that after next year no special application form full of boxes to be filled in, is needed: only the simplest of cards, to ease the administrative process. They will not have to make speculative choices among different kinds of applications: the options are simple (an examination or not) and all candidates will be considered on all decisions taken, at the same time.

They will not be insulted by being offered fancy schemes to favour them, as though they were not capable of getting in under their own steam. And they will not be obliged to choose among colleges which they have never seen: a simple application to go to Oxford is sufficient evidence of a serious intention.

Above all, they will not be handicapped by having to compete against candidates who already have a level behind them, and have done nothing since the summer accept prepare for the exam.

Teachers in the maintained schools should now prepare to tell their pupils all these things, and should be encouraged by knowing that the new examination – to test promise and achievement – will be designed, since the summer except prepare for the exam.

Teachers in the independent schools have a more difficult, even heroic, task. They must accept that the proportion of independent school pupils at Oxford is too high. More than that, they will have to resist powerful commercial pressures to introduce earlier specialisation in which they do not believe and to rig the system for example, taking three years to A levels in ways intended to give an unfair advantage to their own pupils.

Unlike many of my friends, I believe that some of them will show that firmness of purpose. They will certainly press Cambridge to introduce changes which, even more than at Oxford, are long overdue.

Harry Judge

## Part-timers want executive status

by Hilary Wilce

The National Union of Teachers may be forced to change its rules and allow part-time teachers to serve on its executive, after an accusation that it is discriminating against women.

Ms Sue Adams, who teaches morning lessons at a Sidcup primary school, says that since the vast majority of part-time teachers are women, the NUT's ruling runs counter to the NUT's declared equal opportunities policy and may also be illegal under the sex discrimination legislation. The Equal Opportunities Commission shares her

seats on the national executive by the Ealing division of the union. Her own division, Bexley, has not yet made its nominations.

In mid-October she raised the question of eligibility with the union's general secretary, Mr Fred Jarvis, but claims she has had no acknowledgment of her letter.

A spokesman for the NUT said the matter had been referred to the membership and organization subcommittee. Legal advice had been sought, and the issue was due to go before today's meeting of the national executive.

The union's annual conference this year adopted a policy on equal oppor-

tunities which calls for, among other things, "an examination of ways, including positive discrimination, of improving the involvement of women members in all levels of union work".

Indirect discrimination is illegal under the 1975 Sex Discrimination Act, Section 12 of the Act specifically outlawed workers' organization from affording women or men members differential access to benefits, facilities or services, or subjecting women or men "to any other detriment".

A spokesman for the Equal Opportunities Commission said that the union's ruling on full-timers appeared to amount to a clear-cut case of indirect

discrimination. One way out of the dilemma could be to deem full-time service to include permanent part-time service, legal sources suggested this week.

Ms Adams said that the ruling excluded women with family commitments from the national executive during the middle part of their career. If discrimination in this way contravenes the equality laws then the present round of executive elections should not go ahead without the rules being changed, she said.

Just over 90 per cent of part-time teachers are women according to the last available figures the DES.

## Big-spending council plans cuts through redundancies

by Richard Garner

One of the Labour-controlled authorities on the top of the Government's list of "overspenders" is considering plans which could cause compulsory redundancies among its teaching force.

A plan put forward for discussion with teachers' leaders and the community by Mr Jeremy Beecham, leader of Newcastle-upon-Tyne Council, puts forward four proposals for cuts in education spending. A final decision is expected in December.

The largest cut envisaged in the plan would reduce education spending by £1m – causing the loss of 800 jobs (or involving one in six teachers losing their jobs). The mildest option – a cut of £200,000 – would cause a loss of about 100 jobs.

A major reorganization scheme for primary and middle schools – which would involve up to 20 schools closing or facing merger – is also outlined. However, none of the four alternatives would bring Newcastle into line with the Government's spending targets for next year. In order to do this, the council would have to find more than £12m in council savings.

Mr Brian O'Reilly, Newcastle's Director of Education, said that he felt it would be "very difficult if not impossible" to avoid compulsory redundancies if the largest cut envisaged was eventually agreed upon.

One of the difficulties would be that the schools' reorganization scheme would take time to steer through the

council and receive approval from Sir Keith Joseph, Education Secretary, thus reducing the chances of making substantial savings from this in next year's budget.

The plan outlined by Mr Beecham was sent out to teachers' leaders, councillors and other trade unionists for their comments. Mr O'Reilly said that discussions were now taking place with them about it.

"It is an alerting exercise to put before councillors and trade unionists to show them the possible effects of trying to meet the Government's targets," he added.

Mr Don Winters, president of the National Union of Teachers and head of Hiltun primary school in Newcastle, said: "If any of our members on permanent contract is made compulsory redundant, we will take action on whatever scale is appropriate to defend these members jobs."

The spectre of industrial action by teachers in Bradford has been lifted following a decision by councillors to spare the education service from the brunt of cuts in public spending.

Councillors decided on Monday night to make savings of £740,000 on this year's budget – instead of the £24m put to and rejected by the education committee earlier. They had held fire on any discussion of next year's budget proposals.

The decision means that supply cover to schools will not be cut – which had been the main source of contention for the teachers' unions.

## Physicists on committee

Physics showed strong representation on the new School Curriculum Development Committee when the membership was announced this week.

Professor Paul Black, professor of science education at Chelsea College, London, joins his fellow-physicist Professor Roger Blin-Stoyle, who will serve as chairman. Other members include the Secondary Heads Association president, Miss Florence Kirkby, who is head of Rutherford School, Newcastle upon Tyne, and past president Dr Peter Andrews, head of Henry Fussey School, Derbyshire.

Industry's representatives are Mr A. Andrews, personnel manager, John Player and Sons and Mr G. Boslock, chief training and development manager, British Gas. Other heads are Mr H. Evans, Aberconwy Comprehensive School, Gwynedd; Mrs S. A. Laver, Enmore Primary School, Reading; Mr R. Somers, and Mr R. D. Peverett, Dulwich College Preparatory School. Further education will be represented by Mr E. A. Bradley, principal, Westminster Further Education College.

Members nominated by the Association of County Councils are Dr Barbara Marsh, chairman, Shropshire education committee; Lady Popperwell, chairman, Buckinghamshire; Mr R. Riddell, chairman, Nottinghamshire; Mr Donald Fisher, Hertfordshire CEO; and Mr J. B. Killick senior advisory officer Hampshire.

the report wasn't ready before the election.

He claimed that heads were nervous of looking in their in-trays in the mornings because of the number of dictats from the town hall.

"We will return teachers to teaching and away from the political spectrum," he said.

Mr Neil would be given a "significant post in education commensurate with her knowledge, skills, abilities and ideals".

He said: "She has got six children: if she does half as well for the children of the borough as she has for her own, with her own unaided efforts, we shall be very pleased and she can be justifiably proud".

Mr Neil announced last Monday that she was resigning from the Labour Party because "it has now moved so far to the left as to be unrecognizable".

## Unearthing a retiring mole . . .

The mighty apparatus for detecting underground nuclear activity has been used to unearth a retired HM Inspector, Mr Neil.

Mr Neil was in the press in connection with the arrival of cruise missiles in the United States.

Mr Neil's resignation was correctly predicted by the Department and the

subject-matter had not. The department was actually the DES and the subject matter the report by the Inspectorate on the effect of cuts on schools.

In fact, it wasn't a leak at all, as the cost-conscious Guardian had returned the envelope to the DES because the postage hadn't been paid. But the story was still of interest because the envelope had arrived on May 4, while education ministers had been blind

Biddy Passmore



Ambrosine Nell: outspoken and abrasive.

## Defection in Brent raises Tory hopes

by Diane Spencer

The leader of the Brent Conservatives pledged this week to improve relations with teachers "immeasurably" if his party gains control of the borough.

This now seems following the defection of Mrs Ambrosine Nell, a black councillor and vice-chairman of the left-wing Labour-controlled education committee, to the Tories.

Mr Bob Lacey, leader of the Conservative group, said his party would immediately "relieve the pressure on teachers by withdrawing political circulars and dictats".

He claimed that heads were nervous of looking in their in-trays in the mornings because of the number of dictats from the town hall.

"We will return teachers to teaching and away from the political spectrum," he said.

Mr Neil would be given a "significant post in education commensurate with her knowledge, skills, abilities and ideals".

He said: "She has got six children: if she does half as well for the children of the borough as she has for her own, with her own unaided efforts, we shall be very pleased and she can be justifiably proud".

Mr Neil announced last Monday that she was resigning from the Labour Party because "it has now moved so far to the left as to be unrecognizable".

But members of the Labour group claim she defected because she was thwarted in her plans to establish a pilot scheme in three schools in the borough.

This scheme, according to Mr Ron Anderson, chairman of the education committee, would have entailed "sacking 100 teachers and replacing them with Ambrosine Nell clones".

She has gained notoriety among Brent teachers for her abrasive tongue. According to the National Union of Teachers, she has said that "two thirds of the children in the south of the borough are dehumanized by teachers".

And last week, a meeting of National Association of Schoolmasters' Union of Women Teachers roundly condemned "the continual verbal barrage issuing out of the town hall", and singled out Mrs Neil for saying: "White teachers cannot interact and are not prepared to interact".

The union complained of "attacks on teachers which cannot be proven and which seem to go unchallenged, yet they demoralize the teaching force and actively undermine the educational process".

Mr Malcolm Horne, secondary teacher representative on the education committee, said there would be no chance of an improvement in the authority's relations with teachers unless the Conservatives "distanced themselves from the astounding and insulting remarks Mrs Neil had made about teachers in the past".

He added: "We want assurances that they do not agree with her statements about teachers".

Relations between the authority and the teacher unions have deteriorated over the past 18 months. Last week teachers were angered when the council decided to launch an independent investigation into secondary schools which will cost £50,000. The NUT is totally opposed to the inquiry and has asked the Education Secretary to intervene, as they claim it is illegal.

Mr Lacey said his party had "regretted about it" but they obtained it at this week's education committee

## ILEA ends adjustment for sex

The Inner London Education Authority has abandoned its policy of treating boys and girls differently when it assesses the results of tests taken by pupils in their final primary year, Hilary Wilce writes.

The move is likely to mean that about 5 per cent more of girls than of boys will fall into the top band of the authority's three broad ability bands, while 7 or 8 per cent more of boys than of girls will come into the bottom band.

The move, made because of fears that the discriminatory policy was illegal, is being implemented just as questions are being raised about the legality of weighted selection procedures in Northern Ireland and in some English authorities (TES, November 4).

Until this year the authority operated a "differential cut-off point" for girls and boys in order to ensure that roughly equal numbers of each sex fell into the three bands.

This meant that girls had to achieve higher scores than boys in the tests of verbal reasoning, maths and English, given anonymously to children at 11, in order to be placed in band one, or band two.

However, legal advice taken by the authority indicated that this might contravene the 1975 Sex Discrimination Act, and a decision was taken last September to operate a common cut-off point for all pupils.

The decision came into operation on the tests taken this September by pupils due to transfer to secondary school next autumn.

However, an analysis by the authority of scores for 1980/81 and 1981/82 shows that the number of pupils affected is relatively few.

For example, in division six, the Greenwich area of London, on the 1981/82 figures, a six-form entry school with an intake of 180 pupils would have had 48 boys in band one, 93 boys in band two, and 39 boys in band three under the old, weighted system, but 42 boys in band one, 92 boys in band two, and 46 boys in band three under a system treating boys and girls the same.

The figures for girls would have been 45 in band one, 99 in band two, and 36 in band three under the weighted system, and 51 in band one, 100 in band two, and 29 in band three under the new, common system.

The move seems certain to increase the proportion of band one places in girls' schools and the proportion of band three places in boys' schools, and to cause some adjustment in the proportions of places allocated to the different bands in mixed schools.

However, pupils are not allocated their bands directly on the basis of test scores. These are used solely to work out complex local formulae for allocating proportions of pupils to each band in each division.

A circular to heads on the new procedures is to be sent out soon.

While the move is not expected to have any direct and obvious implications for secondary transfer arrangements throughout the authority, one possible effect may be on pupil performance due to altered teacher perceptions.

If more girls are perceived as being band one material, the speculation goes, then those girls might achieve more. Conversely, boys seen as band three material might not do as well as they would have done, had they got into band two.

## YTS limit raised

The Government is to extend the Youth Training Scheme for disabled young people who have stayed on in full-time education up to the age of 21, Mr Tom King, the employment secretary, has announced. The present age limit is 18.

Bon appetite

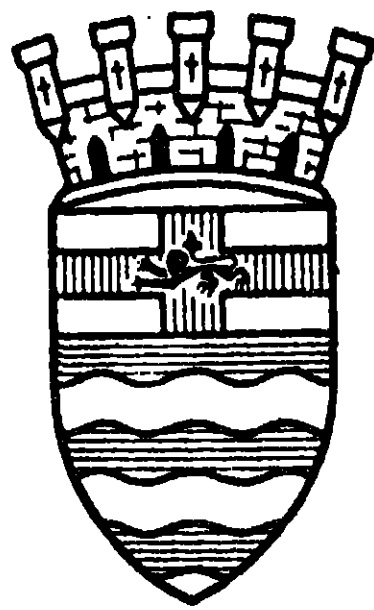
School meals organizers should adopt aggressive marketing techniques to win customers, a conference in London was told. Mr Michael Fellows, a former headmaster and now an educational consultant, suggested, among other things, attractive menus



PLATFORM

Tyrrell Burgess argues that a single all-purpose elected authority should replace the GLC and inner London boroughs

# Bring back the LCC



boroughs. Why abolish only one authority when you can abolish 14?

The usual objection to this is that the boroughs represent a more "local" and accessible administration for public services. This objection is misconceived for three reasons. The first is that the notion of a central administration in London, run from County Hall, has been familiar for a century, and in education it goes back to the London School Board. Public transport in London is still good, and communica-

tion with County Hall easy. It may be easier to get from any part of a London borough to Waterloo by public transport than from one part of the borough to another.

Second, the existing London boroughs are quite artificial constructs and have ceased to be "local" in any obvious sense. When a place has to be called "Kensington and Chelsea" or "Hammersmith and Fulham" or even "Tower Hamlets" it is clear that all sense of locality has disappeared. London is traditionally thought of as a congeries of villages, but these villages are much smaller than the present or even the former London boroughs. The way to build on any sense of local community responsibility would be to establish very small urban parishes.

The third misconception behind the objection to a single all-purpose council is that institutions for reflecting genuinely local wishes are needed, not only in large areas, but in small ones. This is well understood in education, where each school has its own governing body. The way to develop responsibility in a local education authority is not by establishing a separate tier of administration (district offices) or of authority (boroughs) but by reconstituting governing bodies to reflect the people most interested in particular schools and to give these governors the responsibility for the schools' self-management.

Of all the public services, education has, in governing bodies, the potential to give individuals (students, parents and teachers) command over their own

NEWS

## Unions answer strike call against 'streamlined' ILEA

by Richard Garner

Leaders of the National Union of Teachers in inner London are planning to back a strike in the New Year over the Government's plans to reorganize the Labour-led ILEA.

The council of the Inner London Teachers' Association, which has 14,500 members, voted unanimously for a one-day strike. The union's national committee is expected to support the strike, thus linking them with protests planned by other unions, including the National Association of Teachers in Further and Higher Education.

The protest is expected to shut schools for the day, January 24, as it will be supported by the National Union of Public Employees, which represents school caretakers, and the National and Local Government Officers Association, which represents education administration staff.

Originally ILTA members wanted the strike to happen before Christmas - but other unions and Labour politicians persuaded them to wait.

But building towards the strike, teachers are planning a protest rally

and public meeting out of school time on December 8. They intend to explain to parents their fear that abolishing the ILEA would threaten London's education service.

Mr Bernard Regan, Inner London executive member of the NUT, said: "We want to focus on the threat to education service at this rally. The January 24 strike has been timed because it is one week before the closure date for submissions on the Government's Streamlining the Cities plans."

The day-long strike will coincide with other union action to protest at the threatened abolition of the Greater London Council. Teachers feel that the Government's streamlining plans could close schools, and cause job losses and a rundown of the service.

Mr Peter Herbert, general secretary of the London federation of the National Association of Schoolmasters/Union of Women Teachers, said: "We certainly anticipate involving ourselves in this day of action." The union's London executive met last night to discuss the strike call.

ILEA leaders have already planned a special meeting on December 6 to draw attention to the effects of the proposals if they go ahead. London MPs, heads, representatives of religious groups, teachers and peers have been invited.

Under the Government's proposals, the present authority would be replaced with a joint board of borough council representatives, but its rate precept - the amount of money it will be able to demand from the boroughs - will be subject to the approval of the Education Secretary who will also have "power to specify levels of manpower expenditure".

Meanwhile, the ILTA has said it is "warmly supportive" of the authority's new policy initiatives aimed at curbing race and sex discrimination in schools. Mr Regan said the NUT had been anxious to secure time off for attendance at meetings to discuss the initiatives. The authority had suggested schools could use their occasional days for such discussions. He believed schools should be able to make their own arrangements for discussions.

## College 'bargain' row

Cash-starved schools in Newcastle upon Tyne may have to wait longer than expected for urgent improvements, because the city council has its eye on a bargain. A total of £4.2m may come out of the city's education budget, to buy the former teaching-training college, St Mary's, at Pontem in Newcastle, as an extension to the city's College of Arts and Technology.

Four of Newcastle's schools are due to get new nursery classes, one is in line for a new kitchen, others for furniture and equipment - but all these may be delayed if the St Mary's deal goes ahead, according to the chairman of the city's arts and recreation committee, Mr John Davies.

He said: "I'm against this, because of its effect on the whole education department. They're selling off school

buildings to raise money. There has never been a sum put aside to purchase this college, but when it's suddenly up for sale, we're talking about spending the equivalent of 3p on the rates. Every other capital project for schools, or the polytechnic, will suffer."

But paying for the college in three annual instalments will leave a little in the education budget for other projects, according to the council leader, Mr Jeremy Beecham. "The rationale is that we were going to have to provide somewhere for the college's very successful visual studies department anyway, and purchasing may be cheaper than constructing a new building."

The council has applied to the Government for the cost of buying the college, but expects a negative answer.

## Strengthening science

The Science Branch of the Department of Education and Science should be substantially strengthened by bringing in scientific administrators, an official report has recommended.

This report, by Sir Ronald Mason, professor of chemistry at Sussex University and a former chief scientific adviser, looks at the effects of commissions from government on research funded by the DES.

"The effects of commissioned research on universities and other institutes of higher education appear to have been very small."

ABRC: A Study of Commissioned Research, by Sir Ronald Mason. Free from Publications Despatch Centre, DES, 10, Whitehall, London, SW1A 2BQ.

## Parenthood low priority

Education for parenthood is given low priority and status in the nation's secondary schools, claims a report published this week.

Based on a three-year study by Professor Richard Whitfield of Aston University, it found that not a single education authority had developed a policy on parenthood education in the curriculum.

Moreover, anything concerned with family life and children in schools was confined to girls of average, or below average, academic ability who were taught by women teachers.

The report recommends:

- Appointing at least one adviser each I.E.A. and a teacher in each school to coordinate parenthood education which crosses many existing subjects.
- Greater involvement by male teachers and boys in relevant subjects.
- Including the subject at higher teacher training.

Preparation for parenthood in a secondary school curriculum is a subject from Mrs Carol Wheeler, University of Aston, Gosta Green, Birmingham, B4 7ET, £7.00.

## Royal Society launches inquiry into public scientific 'literacy'

by Nick Wood

Does the public know enough about science to make rational decisions about vital issues such as nuclear power and genetic engineering?

This question lies at the heart of the new investigation into public understanding of science launched last week by the Royal Society, the country's premier scientific body.

It will be undertaken over the next 18 months by a high-powered group of scientists chaired by Dr Walter Bodmer, director of research at the Imperial Cancer Research Fund.

An assessment of the contribution schools make to the promotion of a scientifically literate society will be a central part of the group's work.

"The group will assess what understanding is necessary in our democratic industrialized society, both for the good of the individual and for the nation, how individuals receive their knowledge (school, work, the media, reading, museums and so on) and how the degree of understanding might be improved," the society says.

The study has been launched because present concern about levels of scientific awareness among the community is based on "fictitious and hearsay evidence," the society says. Its aim is to put such opinions on a firmer footing.

Dr Bodmer said the group would be taking evidence from a range of organizations such as scientific and profes-

## Strikes are blamed for causing long-lasting bitterness in staffroom

by Richard Garner

Disruption to school life often continues long after any industrial action taken by teachers is over, a teachers' union leader said at the weekend.

Mrs Doreen Jones, president of the 100,000-strong Assistant Masters and Mistresses Association, told a union conference: "Pupils often suffer for far longer than the week or so of industrial action because the staff room is riven with quarrels and arguments."

"People won't speak to each other and sometimes teachers in the same department at a school won't even speak to each other," she told a conference on the problems facing deputy heads in London.

Nick Jones, who is vice-principal of Halesowen Tertiary College in the West Midlands, added: "Staff relationships sometimes suffer much more and for a longer period than if you had done the head: 'I think you'd better close for a week.'"

The conference was told that the AMMA left it to individual members to make up their own minds on what action to take in cases of industrial action. The main problems were usually whether a school should remain open at the midday break if staff had withdrawn, or whether children should be sent home if staff were refusing to cover for absent colleagues because of the effect of education spending cuts.

Mr Peter Smith, deputy general secretary of the union, said after the

## England has that ring of confidence

by Philip Venning

The condition of children's teeth in England and Wales has improved dramatically over the last 10 years, an official survey of 20,000 children has revealed.

Early results of the Children's Dental Health Survey carried out by the Office of Population Censuses and Surveys, show big improvements in the dental health of all children aged five to 15 in all regions of England and Wales.

The proportion of five year olds with some tooth decay dropped from 71 per cent in 1973 to 49 per cent in 1983. In addition, the number of teeth with decay fell from an average of 3.4 per five year old in 1973 to 1.7 in 1983.

For older pupils the change was less marked, but still substantial. For example, the proportion of seven year olds with decay fell from 86 to 65 per cent; of 10 year olds from 93 to 80 per cent and of 15 year olds from 97 to 93 per cent.

For the first time the survey included children in Scotland and Northern Ireland, whose teeth are much worse than their counterparts in England and Wales. In 1983, for example, 47 per cent of five year olds in England had some tooth decay, compared with 66 per cent in Wales, 74 per cent in Scotland, and 74 per cent in Northern Ireland. Among nine year olds the corresponding figures were 79, 85, 89 and 93 per cent.

Details about the reasons for the improvement are due to be published in the main report next year.

OPCS Monitor SS/83/2 from OPCS, St Catherine's House, 10 Kingsway, London WC2

## Bolton deplores notion of 'proven worth'

The term "proven worth" should be dropped when assessing schools, Mr Eric Bolton, the new Senior Chief Inspector of Her Majesty's Inspectorate, said this week.

It became enshrined in educational language after Sir Keith Joseph, the Education Secretary, had rejected a scheme to reorganize schools in Manchester two years ago because the "proven worth" of schools was not "proven quality".

Mr Bolton, in a report, the magazine

## Cruise and Kinnock a hard act to follow



### Commons sketchbook

Biddy Passmore reports on a testing time in the House for Labour's new spokesman on education

Mr Gilles Radice made his debut as Labour's education spokesman in the Commons on Tuesday looking dazed in black and white, to match his eyebrows and his hair.

The newcomer is as striking a figure as his predecessor, Mr Neil Kinnock, without any of that vulgar orange. But his voice, though pleasant, is no match for the Welsh wizard's, nor does he pluck his words from the air with such effortless ease.

He began by making a clean breast of things, "my education and the reorganization of local government, have undermined both the numerical basis of the inner London boroughs and the argument that a London area would be 'too big'. The 1981 census population of inner London was something over 2.25 million, which is by no means too large an authority for a densely packed area like inner London."

If this authority were eliminated all services, it would eliminate the most serious objection to the present ILEA, which is that decisions about education are taken in isolation from decisions about other services.

Finally, the replacement of the GLC and the inner London boroughs by a single, all-purpose authority would also solve some of the problems created by the Government's proposals including support for the arts, local and historic buildings, the management of GLC debts and pension funds - and of course the assumption of responsibility for education in inner London by directly elected councillors.

Tyrrell Burgess is reader in the philosophy of social institutions at the North East London Polytechnic.

ities can now spend as they think fit so that he can use it in the way he thinks fit," he said neatly.

Then he was unwise enough to start accusing the Education Secretary of cutting the education budget: by over 6 per cent in cost terms since 1978-79 - the last White Paper said so.

Sir Keith is too modest a man to accept such a compliment. But the number of children had fallen by far more - something over 10 per cent - he protested. Mr Radice replied that he was coming to that point.

When he came to it, it was with the massed ranks of Her Majesty's Inspectorate in support. "If you read the past three reports together, as I have done, it makes disturbing reading," he said. The MPs' awe at this physical feat was quickly dispelled when he began reading large chunks from the reports

would it not be helpful if Mr Bob Dunn, his junior minister, stopped making weekend speeches exhorting I.E.A.s to go back to grammar schools?

"What's wrong with that?" bellowed a Tory backbencher. "If the Hon. Gentleman does not know, it is a little difficult to tell him," Mr Radice replied, obviously thinking the subject unsuitable for MPs.

Opening the debate, Sir Keith Joseph had been at his most reassuring. This was not a central takeover, merely a way of "encouraging I.E.A.s to redevelop their expenditure at the margin", he said. The areas to be covered by grants - only to be agreed after full consultation - would be worthy things like pilot schemes on profiles for all school-leavers, and good practice in primary schools.

The Bill was full of checks and

safeguards, he said. Why, fresh legislation would be needed if any Government wished to raise the amount to be covered: up to 1/2 per cent of the Government's plans for local education spending.

Was the money in question new? "That is not the simple question it sounds," he mused, "because both the expenditure to be supported by the grants, and the grants themselves, will be for determination year by year."

The Government has not yet determined the level of spending for 1985-86, the first year in which the grants would operate.

"Nevertheless, the grants are not, in themselves, intended to lead to increased overall levels of expenditure above the Government's plans for expenditure in a particular year," he went on to explain.

The question of whether the Education Secretary had new or old money up his sleeve was a tricky one for David Model, chairman of the Tory backbench education committee but also a member of the former select committee which had recommended the grants in the first place - provided they were for pump-priming only and represented additional money.

He took refuge in the DES press release, which had accompanied the Bill which, it seemed, if held at a great distance while squinting through rosy spectacles, raised the possibility that more money might be available.

Mr Clement Freud, Liberal education spokesman, was having none of that. "I listened with care to the Secretary of State as he argued with himself whether it was new money," he said, "and I believe that he came to the conclusion that it was not. 'No' seemed to be the word for which he was searching."

## Teachers in favour of regular act of worship

by Bert Lodge

Over three-quarters of teachers in a survey of inner city schools felt there should be a regular act of corporate worship in every school in line with the 1944 Education Act. And virtually every teacher thought there should be religious instruction in every school as the Act prescribes.

But one-third of the sample wanted the instruction to be part of general education or of moral acceptance and to be more moral than religious.

The survey also covered pupils from 11 inner city schools in three local authorities in Greater Manchester. The children, aged 9-13, were found to be generally ignorant of many religious stories and without any concept of guilt or conscience.

The researchers noted considerable reticence among Muslim children to talk about their religion and customs in front of non-Muslims. They also identified a drift from moral acceptance to "a rather disturbing empathy with racism" at a time in the children's education, 11-14, when RE is most regularly on the timetable.

Among the 300 teachers involved there was no clear distinction in the minds of most of them between religious and moral education. Asked what RE could contribute to preparing children for inner city life the great majority answered in terms of moral assistance.

While more than three-quarters of primary schools surveyed had a specialist in RE only 43 per cent of secondary schools had a head of RE department. In nearly half the schools little provision was made for multi-faith teaching.

The survey, conducted over five years with the aim of assisting the RE teacher in the inner city classroom, found very little evidence of organization in the teachers' RE work schemes. Also "many contemporary schemes had not had their existence communicated to teachers."

Nearly half of those interviewed felt there was nothing extra they would like to attempt in their subject. Contrast between the school and local religious communities was discouragingly slight. A third of teachers admitted to no contact at all and nearly half said pupils had not visited local places of worship.

The worst kind of assembly attended by the research team was the traditional which becomes "little more than a vehicle for implanting doctrine."

The assembly becomes a dull, meaningless application of the 1944 Act.

Religious and moral education in inner city schools by John Nicholson, Christian Education Movement, 2 Chester House, Pages Lane, Muswell Hill, London, N10. £15 incl. postage.

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## NEWS

Nick Wood at the Harrogate conference of the Girls' Schools Association

## 'Raw deal' for girls draws fire from Sir Keith

Sir Keith Joseph, Education Secretary, this week added his considerable authority to the claim that girls are getting a raw deal at school.

Addressing the conference he quoted a string of statistics on the relative achievement of girls at secondary school, college and university.

In the key subjects of maths and science, where good qualifications open the door to well paid and stimulating jobs, boys are consistently out-scoring girls.

In 1981 twice as many boys as girls took maths A level. In physics the proportion was four to one. And, according to the latest figures, only one in five undergraduates studying science is a girl.

"The facts are disquieting. At all stages of the educational process, girls fail to reach their potential in these subjects," the Education Secretary said.

... they are handicapped both in their opportunities for employment and indeed in aspects of everyday life which require a group of mathematical or scientific concepts.

"Facts such as these ... show that many girls are not reaching their full potential in important areas of study. They are therefore cut off from some of the most promising opportunities available to young people seeking employment."

"To that extent, the education they receive is inadequate. They are entitled to expect better."

Teachers have to shoulder a good deal of the blame, though he recognised that powerful external pressures from home, friends and employers dissuaded many girls from making the most of their abilities.

Research carried out by the Cockcroft Committee had disclosed that in nursery classes boys were given toys

which promoted spatial awareness and problem solving, while girls were expected to concentrate on creative play.

"Here are the seeds of educational attitudes which are carried with pupils into primary and secondary schools and beyond - and into the family once more."

In primary schools, teachers were observed to pay more attention to boys than girls, seeing them as "more talkative and excitable", and so more rewarding to teach.

Such treatment boosted the confidence of boys at the expense of girls. They became more self-reliant than girls and more likely to claim direct personal responsibility for their success in subjects such as maths.

"There are lessons for teachers of older children too. The style in which girls are taught should reflect to a greater extent than ... at present the assumption that girls can be and should be as self-reliant as boys."

"To treat girls as responsible in this way is the first and necessary step towards promoting a more independent, challenging and confident approach to learning."

Schools should also take "specific steps" to ward off peer group propaganda which branded girls as "unfeminine" or "socially unacceptable" if they ventured into the domain of "masculine" subjects.

More women in senior teaching posts was one way of giving girls the confidence to compete on an equal footing with boys, Sir Keith added.

But the trend was in the opposite direction. Only one in six secondary heads is a woman, compared with one in four ten years ago. And very few women are teaching the sciences, especially physical science and technological subjects.

## Sixth-form pill charge angers co-ed heads

Leading figures from boys' public schools have angrily denied that some coeducational boarding schools urge sixth-form girls to take the contraceptive pill.

The allegation was made at the conference by Mrs Pauline Mathias, president of the association.

"True freedom is not well served by a few educational establishments who recommend that sixth-form girls should be on the pill ... this is the negation of real care for the young. It may avoid scandal and publicity but at what price in physical and psychological health?" she told more than 150 heads of private girls' schools.

Mrs Mathias, headmistress of More House School in London, a private day school with 248 girls, declined to name the schools she was referring to.

Mr Roger Ellis, chairman of the Head Masters Conference, which has about 130 schools with coeducational sixth forms, said: "I feel very angry about this. I know of no school which is advising girls joining the sixth form to go on the pill."

The opposite is the truth. Our health education lays great stress on moral responsibility and respect and restraint between boys and girls."

Mr Ellis, headmaster of Marlborough, which has 100 girls in a sixth form of 400, said that at his school and many others, if a boy and girl were found in bed together they would be automatically expelled.

Mr Ellis was supported by Mr Peter Snape, general secretary of the Secondary Heads Association.

"None of our heads would make a generalized statement of that kind. I have never come across it at all."

But many headmistresses at the conference privately corroborated Mrs Mathias's charge and applauded her courage in airing the issue.

"It's current gossip among us", one said. "I know it happens", Mrs Margaret Spurr, head of Bolton School, Girls' Division, said.

Others were inclined to see Mrs Mathias's remarks as indicative of a widening rift between girls' and boys' independent schools.

A growing number of boys' schools are now admitting girls, especially at sixth-form level, a practice that is deplored as "poaching" by many heads of girls-only schools. Indeed, in her speech Mrs Mathias said that coeducation was "good for boys but bad for girls".

Outside the conference hall Mrs Mathias said that the schools in question spanned the private and state sectors.

Mr Euan MacAlpine, head of Bedales, a leading co-educational boarding school, found Mrs Mathias's allegations "extraordinary" and said that he knew of no mixed school which behaved in the way she described.

Mrs Caroline Woodroffe, chairman of the Brook Advisory Centres, which provides advice on contraception and counselling on sexual matters for the young, including large numbers of secondary school girls, said: "I certainly haven't heard of any school bringing pressure of this kind - they are more likely to urge caution - and I cannot think any doctor would act in the way Mrs Mathias is suggesting."

Dr Trevor Hoskins, president of the Medical Officers of Schools Association, said: "I just don't believe any school doctor would behave in this way."

A BMA spokesman said: "Doctors knew that to try to prescribe the pill wholesale would be in complete breach of the BMA guidelines and might open them to the risk of disciplinary or legal action."

Both the MOA and the BMA challenged Mrs Mathias's production of evidence to back her allegations.



David Young, MSC chairman, and Joan Hadley, chairman of Hereford Worcester council, with the wooden cow.

## Milk without tears ... or kicks

A wooden cow complete with plastic udders from Sweden has been roped in to teach youngsters the intricacies of milking on one of the new government-funded technical and vocational education schemes that began this term.

The black and white cow, a life-size working model of a Friesian, has been built by staff at the TVEI centre in Hereford and is now the star exhibit in a fully-equipped milking parlour in the "land-based skills" studio.

Groups of 14-year-olds from 10 schools in the area who attend the centre one day a week take turns to fill the cow with a white synthetic liquid, then "milk" it by hand or machine. They weigh and measure the yield and use a computer program to work out the required feed intake.

Mr Derrick Botterill, the project's director, said: "It would have been just as easy to stick a bag on the wall and milk that, but we thought we'd make it look like the real thing. It's been the

cause of a great deal of interest since the project started - I mean because it's a bit different."

The centre had hit on the idea of an artificial cow after it was found that regulations governing the employment of young people on farms were strict to allow classes to gain experience of milking at first-hand was impractical to keep a real cow in the centre's premises, he said.

But the Hereford children, whom come from farming families, eventually have to cope with the accommodating behaviour of a real animal.

"Later, youngsters will go to agricultural college where they'll have the opportunity to cope with a real beast", Mr Bob Barlow, the head of the centre, said.

"The most difficult thing in life is to attach the milking equipment to the udders of the cow. We thought of the real beast, when children are a real animal they would have the technique of applying the equipment and would be able to approach with confidence."

Youngsters on the course reacted very favourably to the cow, Mr Barlow said. Through eight studios in the centre they are working with "excitement and enthusiasm".

Nick W

## Calderdale again fails to scrap the grammars

by Biddy Passmore

Calderdale has failed for the second time in two years to end the grammar school system in Halifax. Sir Keith Joseph, Education Secretary, told the authority on Monday that he had turned down its proposals.

The Labour-controlled authority had planned to replace the three grammar schools and seven secondary modern schools in the city with three 11 to 16 and two 11 to 18 comprehensive schools and a tertiary college.

But Sir Keith's letter said he did not think the proposals presented "the certainty of any significant improvement" on the present system. They did not take enough surplus places out of use, thus threatening the viability of the smaller schools. He also complained that they did not represent a wise use of resources or fall in line with local wishes.

The news has come as a blow to Calderdale, especially since it had tried to design a scheme that met the Education Secretary's criticisms of the plan he rejected last year. This involved 11 to 16 comprehensives with a sixth form college.

"We tried to keep two sixth forms of

proven worth and to give a certain amount of parental choice by keeping open as many schools as possible," said Judith Round, chairman of the education committee, said.

The authority's attempts to get rid of the two remaining pockets of selection - the other is in Brighouse - had been bedevilled by changes of political control, Mrs Round said. The party in power at Westminster was usually opposite to the one in power locally.

But the need for change is becoming urgent, as the grammar schools attract an ever increasing share of the declining school population. In Halifax, the IQ level for entry to the grammar schools was 109 for boys and 106 for girls this autumn. By 1988, the grammar schools will be absorbing nearly half of the 11 year olds.

The position is even worse in Brighouse, where the authority has published reorganization schemes. In 1988, the grammar schools in that area will be admitting some 70 per cent of the total. Already, Mrs Round said, children are leaving Brighouse grammar schools without even a single level; the authority cannot provide vocational alternatives they need.

## Private cleaning extended

Councillors in Conservative-controlled Dudley have voted to put the contract for cleaning the authority's three further education colleges into the hands of private contractors.

The move will save £130,000 a year and involve redundancy for about 210 local authority staff. Two firms have been invited to carry out the job - their tenders bear that of the author-

## DO SOME ADVERTISERS GO TOO FAR TO ATTRACT YOUR ATTENTION?

Every week hundreds of thousands of advertisements appear for the first time. Some stand out from the multitude by virtue of their relevance, wit or charm.

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HOW FAR CAN AN ADVERTISER GO? This is a vexed question because sometimes there is a very fine line between what is above board and what is below the belt. One rule in our Code states, 'Advertisements should contain nothing which is likely, in the light of generally prevailing standards of decency and propriety, to cause grave or widespread offence.'

There is no doubt at all what we would do with an ad for a 'video nasty' that depicted someone being eaten alive.

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thing within our power to put a stop to it.

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mercial, posters, brochures, leaflets, circulars posted to you, and now commercials on video tapes.

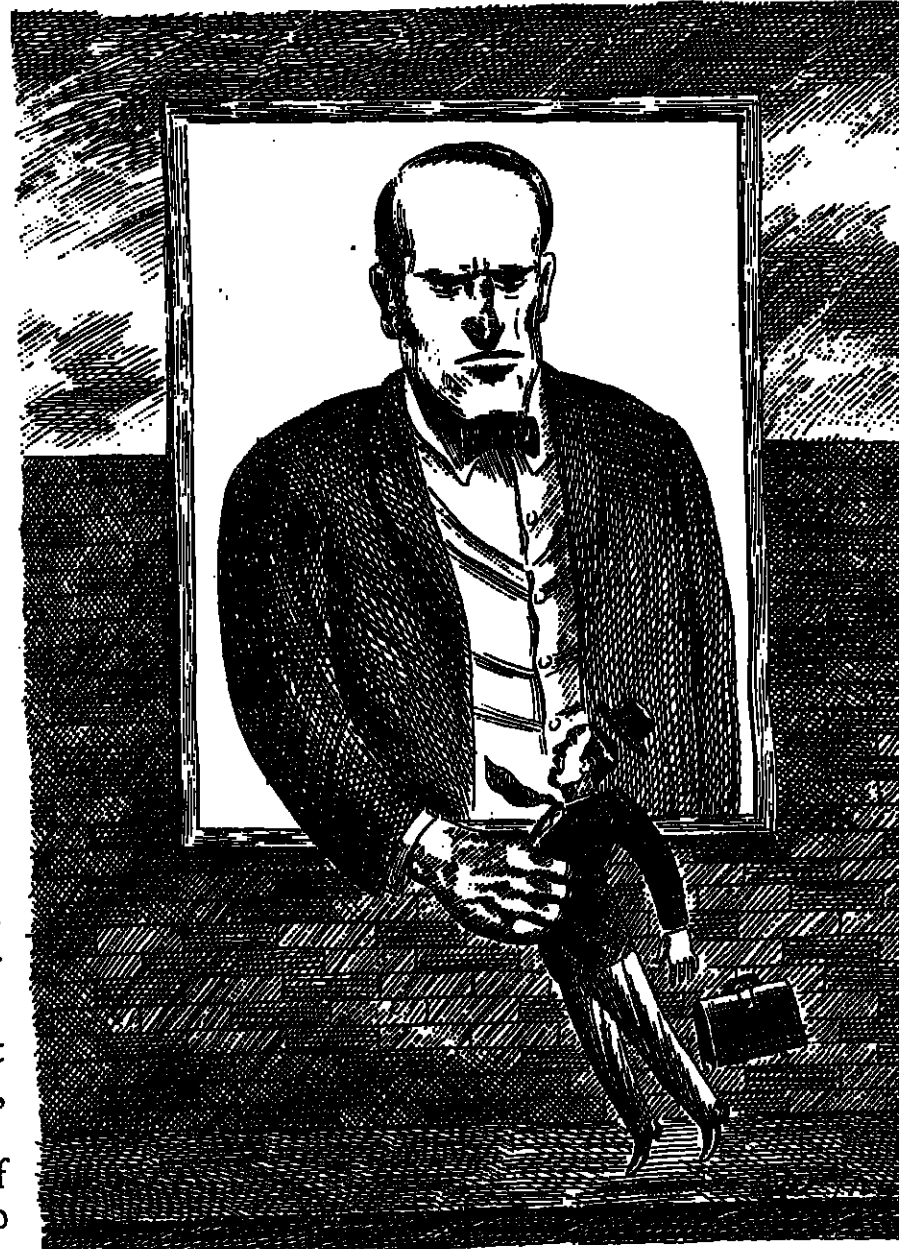
It does not cover TV and radio advertising. Though the rules are very similar, they are administered by the Independent Broadcasting Authority.

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If we decide there has been a breach of any rules we ask the advertiser to amend the advertisement. If he cannot, or refuses, we ask him to withdraw it completely.

Nearly all agree without further argument.

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If the advertiser refuses to withdraw the advertisement he will find it hard if not impossible to have it published.

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The ASA was not created by law and has no legal powers. Not unnaturally some people are sceptical about its effectiveness.

In fact the ASA was set up by the advertising business to make sure the system of self control genuinely worked in the public interest.

For this to be credible, the ASA has to be totally independent of the business. Neither the

chairman nor the majority of ASA council members is allowed to have any involvement in advertising.

Though administrative costs are met by a levy on the business, no advertiser has any influence over ASA decisions.

Advertisers are aware it is as much in their interests as the public's to uphold advertising standards.

If you would like to know more about the ASA and the rules it seeks to enforce you can write to us at the address below for an abridged copy of the Code.

The Advertising Standards Authority. If an advertisement is wrong, we're here to put it right.

ASA Ltd, Dept. A, Brook House, Torrington Place, London WC1E 7HN.

## The TES Guide to the YTS

The new Youth Training Scheme officially began operating in April 1983 but despite wide publicity most people in education and industry still have only a hazy idea of how it will work.

Who will get into the programme and what will it do for them? How will it affect schools and colleges? What is the real significance of the scheme for education, industry and, most important of all, the young themselves?

The TES Guide to the YTS attempts to sum up the facts and to set out how the scheme will actually work when, towards the end of this year, it comes into full operation.

The Guide is available in reprint form price 25p including postage within the UK.

Please direct your enquiries to:  
Frances Goddard  
The Times Supplements  
Priory House, St John's Lane  
London EC1M 4BX.



Mrs Ann Longley is to be the new headmistress of Roedean School when the present head, Mr John Hunt, leaves next year. Mrs Longley, a 44-year-old widow, is the founding head of The Vivan Webb School, Claremont, in California. She is to take up her new post in September 1984. Mr Hunt, the first man to become head of a girls' secondary independent school, is leaving to carry out historical research and manage his family's estate in Scotland.











## Truce called in lunch duties row

# Many hands make light work of fuel bills

by Hilary Wilce

An education authority has made a major cut in its fuel bills with a carefully constructed package of persuasion, training and cash bonuses.

The Western Education and Library Board in Northern Ireland, axed £163,000 in six months from its annual school fuel bill of £1.7m. This week it was able to hand out cash bonuses of £30,000 to the schools taking part.

The idea for energy saving came from a group of management consultants called in by the board in 1981.

Each school was given a projected energy quota, and promised they would receive a percentage of any money saved to spend as they liked. School heads were put in charge of the scheme, and asked to appoint someone on their staffs to be in charge of energy saving.

The scheme was cleared with school union officials, and monitored by computer. Caretakers were given training in how to manage boiler systems more efficiently, and tiny boilers were installed in some schools to deliver small

amounts of hot water when needed. This aspect yielded the most savings, according to Mr Pat McKeever, board officer in charge of the project. Boilers were switched on later, and switched off earlier.

Other measures included switching off unnecessary lights, drawing curtains to retain heat and consolidating the evening use of schools.

As a result of the children's greater awareness of energy issues the subject is to be put on the curriculum for primary schools, and later secondary schools.

Meanwhile, the board is extending saving measures to offices, libraries, kitchens and youth clubs.

Elements of the scheme have been adopted by the Southern Education and Library Board and Northern Education and Library Board. Interest is also expected to spread to England and Wales when a technical paper on the scheme is delivered to a meeting of energy specialists soon.

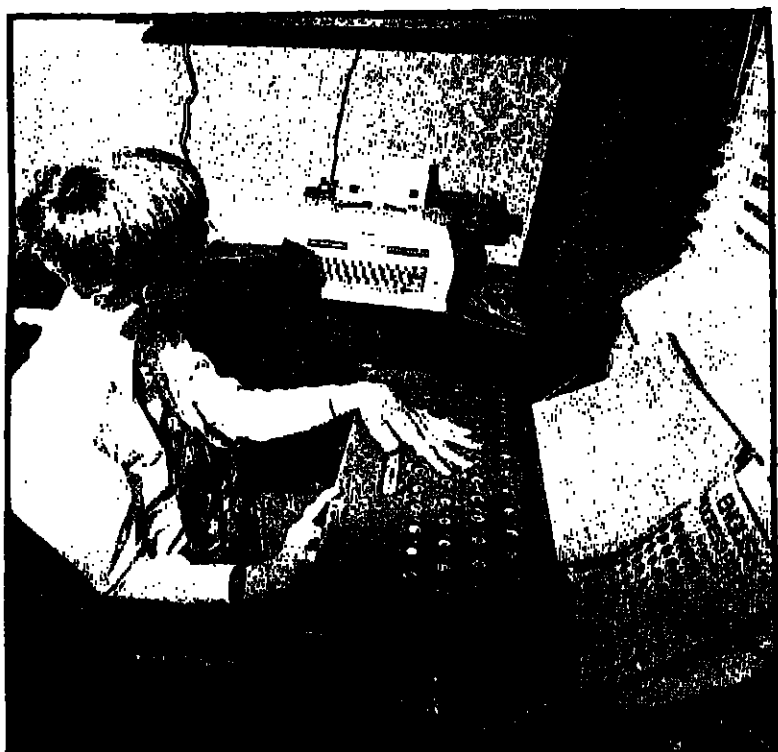
A threat of industrial action followed the declaration by three of the five Northern Ireland boards last summer that they believed that lunchtime supervision was a contractual obligation for teachers.

A meeting between the two sides just before the action was due to start agreed to await further developments in CLEA/si, which negotiates condi-

tions of service for teachers in England and Wales.

Moves to set up a joint fact-finding team under the auspices of CLEA/si are deadlocked because the two sides cannot agree on the wording of the agreement to set up the working parties.

Richard Garner



Disabled children and adults can be helped with the latest electronic and electrical equipment by a charity called "Sequal" (Special Equipment and Aids for Living). Formerly known as the Possum Users' Association, Sequal is run by disabled people, and supplies and maintains free a wide range of machines for its members by raising funds locally.

Equipment varies from special adaptations for typewriters, mouth operated control systems and tape-recorders to drinking aids and complete word processors.

Sequal can be contacted at 27 Thames House, 140 Battersea Park Road, London SW11.

## Panic in placing autistic pupils

by Diane Spencer

Many education departments are in a panic when trying to place an autistic child in a suitable school, according to a report.

Although there has been an improvement since the National Autistic Society was established 21 years ago, provision is still inadequate, says Sue Burton, the author of the report published last week to coincide with National Autistic Week.

"It is still vitally important to place autistic children in mainstream schools, but the local authorities who have not made sensible provision," she says, "the authorities should provide special facilities perhaps attached to main schools with specialist teachers and helpers."

The society provides places for 14 children in 14 schools but estimates that there are 6,000 school age autistic children in Britain.

And the report points to a picture in which parents are aware of what is available. Parents should be told what is on offer and be allowed to discuss their child's needs before she starts school.

Autistic children cannot receive direct messages between the senses of the brain and so they often live a frightening and jumbled world.

Autism has no real cure or treatment, so remedial education has to be of help they can give.

Educational Provision, The National Autistic Society, 276 Willesden Lane, London, NW2 5RB.

## Travel broadens the teacher

Travel not only broadens teachers' minds, it apparently makes them better at their jobs, improves their understanding of pupils, and helps them to contribute more widely to their school and community. Hilary Wilce writes.

A survey of 66 Oxfordshire teachers who have worked in the developing world showed that more than three-quarters believed it had given them skills and resources to use in their teaching in Britain. More than 80 per cent felt their experience had influenced their school as a whole.

The survey, carried out by the Oxfordshire Development Education Unit, included teachers who had lived and worked in 40 countries, ranging from the globe from Ecuador to Laos. Most had either arranged their visit through a government channel such as the British Council, or had accompanied their husbands abroad.

The report notes that the sample was self-selecting, and therefore covered teachers most enthusiastic about Third World experiences. However, "we have no hesitation in asserting that overseas experience appears to provide many benefits to schools, communities and the individuals concerned," it says.

"Indeed, what emerges is the enormously wide range of benefits in a surprising variety of situations."

These include returning to school with both artifacts and practical skills acquired abroad. Several teachers said they had learned batik or pottery work, and 17 said they were using materials brought back in school - at one school an Indian display had become an annual feature, linked with fund-raising for three Indian villages.

Many teachers believed they had become more resourceful, that their

communication skills had improved and that they were more flexible and able to improvise. Eight teachers noted that, in their social and pastoral work, they felt they had an improved understanding of the problems faced by children from ethnic minorities.

The report points out that although teachers with overseas experience do make a very positive contribution to their schools and society, the local authority gives no encouragement to work abroad, while existing regulations and conventions such as those concerned with pension prospects and pension rights make it difficult for teachers to go abroad.

There is also a total lack of organized opportunities for returning teachers to share their experience with colleagues and others, the report says.

## New centre for statistics

As an unusual example of co-operation, the University of Sheffield and Sheffield Polytechnic have jointly formed a Centre for Statistical Education.

The centre, which opened last month, aims to work closely with industry and commerce in developing teaching methods and materials and advising schools and colleges on course improvement and assessment methods. It will run in-service courses for teachers and act as a research and resource centre on statistics.

## OU export

The Open University degree programme is to be exported to Belgium next year, following a pilot scheme under which 70 people in Belgium have been studying OU single courses this year. First-year foundation courses in arts and social sciences are to be available, as the Brussels-based tutor counsellors.

## ILEA change opposed

The Inner London branch of the non-political National Association of Governors and Managers has come out solidly against the Government's proposals to reorganize the Inner London Education Authority into a joint board of borough representatives, and to cut its budget drastically by rate-capping.

At a meeting held last week, the NAOM branch passed unanimously a resolution registering that members were "deeply concerned that the cuts and the reorganization process will prove disruptive and destructive to inner London's schools."

It was also considered that the changes proposed would seriously undermine the future role and effectiveness of governors' involvement in schools.

ILEA governors had up to now been able to operate in a climate of keeping with the 1980 and 1981 Education Acts, giving them a greater participation in the running of schools, and a higher standard of training and encouragement than existed in most other I.E.A.s.

If the cuts and reorganization of the Government proposed in the White Paper on Streamlining Local Government are implemented, the level of involvement would disappear, said Mrs Elizabeth Broad, vice-chairman of Acland Burghley School governors, who proposed the motion.

## Asian advisers join the Scouts

Hindu, Muslim and Sikh consultants have been added by the Scout Association to its list of religious advisers. The association has for years had an

## NOTICEBOARD

### PEOPLE...

**SCHOOL APPOINTMENTS**  
Mrs P. Macaulay to be headteacher of Doncomb Infants School, Islington

**UNIVERSITY APPOINTMENTS**  
A. Nicholl, professor of economics at the London School of Economics, to be Director of the Institute of Economics and Statistics at Oxford University from October 1984.

Lord Grey of Naunton, Chancellor of the New University of Ulster since 1980, has agreed to serve as chancellor of the "polytechnic" which opens next autumn, after the merger of NUJ and the Ulster Polytechnic.

**ADMINISTRATIVE APPOINTMENTS**  
The following chairmen of the Business and Technician Education Council boards and committees have been appointed: Mr C. French, NFU Employment and Education Committee to Board for Agricultural Subjects; Mr M. Lickiss, Thornton Baker to Board for Business and Finance; Dr R. Sharp, Deputy Director of Hatfield Polytechnic to Board for Computing and

Information Systems; Mr J. Walkerdine, to Board for Construction; Mr J. Pidditch, AIDCOM International to Board for Design and Art; Mr G. Pownall, Lymington Ltd, to Board for Distribution, Hotel and Catering and Leisure Services; Mr A. Hart, Wigan Metropolitan Borough Council to Board for Public Administration; Dr J. McLaren, Wolverhampton Polytechnic to Board for Science; Dr G. Tolley, Director Open Tech Unit to Cross-Sector Committee for Continuing Education; Professor L. Thomas, GEC Ltd (retired) to Cross-Sector Committee for Development and Review.

### CONFERENCES...

**FORTHCOMING**  
December 6 Annual Conference of the National Foundation for Educational Research on "Change and Challenge in Secondary Schools" at the Royal Overseas League. Further details NFER, The Mere, Upton Park, Slough, Berkshire.

December 8 British Defence and Aid Fund for Southern Africa and the ILEA Multi-Ethnic Inspectorate one day conference for sixth form students and students in further education on "Apartheid in South Africa and Namibia". From 9.30 am to 4.30 pm in

the Conference Room, County Hall, London SE1. Further details from Defence and Aid Fund Tel 01-606 6123.

December 10 NATHE one day conference on "The Contribution of Sociology Vocational Courses" at the Polytechnic of Central London, 309 Regent Street, London W1. Further details from A. Kidd, Head of Social Science, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ.

### EVENTS...

November 19 Child Development Society: Professor Eysenck will lecture on "Intelligence - New Wine in Old Bottles" at 11.15 am in the Elvin Hall, London Institute of Education, 20 Bedford Way, London WC1.

November 21 - December 3 Today of All Days Credit Community Play by John Downie and the people of Crediton in Queen Elizabeth's Lower School Hall, Crediton, Devon at 7 pm. Booking Crediton 2723.

November 22-27 Book Fair with special programme for schools, including Peter Dickinson, Philippa Pearce and Donald Bisset at Plinston Hall, the Broadway, Letchworth, Hertfordshire.

Details from David's Bookshop, 14 Eastcheap, Letchworth.

### CHRISTMAS HOLIDAYS...

The Royal College of Surgeons holiday lecture programme for young people between the ages of 12 and 18 has been announced. The lectures start at 3 pm and are preceded by tours of the Hunterian Museum at 1.45 pm, recommended for 16 to 18-year-olds, for which there is a limited number of tickets.

December 22 "The Romance of Surgery: operations on the heart" - Mr Terence English

December 29 "You too can save a life - now!" Dr Peter Baskett

December 30 "The Sixth-former and medicine" - Professor Harold Ellis

January 6 "Stories from skeletons" - Professor Bertram Cohen

Applications for tickets for lectures and tours should be sent to Miss L. Napper, The Royal College of Surgeons, 35/43 Lincoln's Inn Fields, London WC2 enclosing a SAE.

### RECENT PUBLICATIONS...

The Open University has launched a new series of 8-week courses "Living with Change" involving five or six hours of study a week. They cost between £15 and £23 and subjects include "Parents and Teenagers", "The First Years of Life", "Consumer Decisions", and "Health Choices". Most of the courses include audio material, leaflets, posters and study texts. Associated BBC radio and television programmes are transmitted twice a year beginning in November/December and January/February. Further information from the Learning Materials Service, The Open University, PO Box 188, Sherwood Drive, Milton Keynes.

The School Leaver's Handbook, published by the National Extension College, price £2.50, is a guide for young people whether thinking about leaving school at 16, staying on, or continuing to higher education. Also of use to parents, teachers and careers officers. It is available from bookshops or direct from the Publications Department, National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN.

Noticeboard is edited by Mary Cruickshank

# Exploding the myth of the independent A

The idea that A level courses promote intellectual independence in students is largely a myth. In practice the rhetoric of independence is "belled by didactic teaching and a pedantic view of knowledge."

That is one of the main conclusions of a study into library access and sixth form studies, which, despite its narrow-sounding focus, provides fascinating and wide-ranging evidence about styles of teaching and learning on A level courses in a variety of schools and colleges.

The project was directed by the late Lawrence Stenhouse, and was funded by the British Library. Teachers, students and librarians at 24 institutions were questioned at length, and the evidence and field notes.

The research covered public and maintained schools, and sixth-form, tertiary and FE colleges.

The researchers found that almost all sixth-formers come to take responsibility for organizing their own work. But few become independent learners, learning to consult sources other than teachers and textbooks, and to recognize "the problematic nature of knowledge."

One sixth-former summed up the situation at her school: "We are expected to be more mature. I don't think they treat you any different."

And a few teachers had wide aims: "As well as getting them a piece of paper, we turn them into biologists," said one. "Independent-mindedness in students is not always encouraged to read outside the textbook."

Indeed, the most independent-minded students seemed to be those who had worked out that, under all the

rhetoric, A levels were played by much the same rules as O levels. But, according to the report, "teachers protect themselves from facing the fact that teaching for intellectual growth and teaching for A level are not the same."

When students did go in for "reading round" a subject, they often did it simply to embellish the basic facts and arguments presented by the teacher: "You know - plump the essay out a bit and put a few extra facts in and sort of impress them." It was only in S level and Oxbridge work that students felt that wide reading and independent thought was rewarded.

One problem was that many students had not been trained to work independently as they came up to the school. "A lot have a dreadful first sixth-form year because they are expected to change such a lot. Before they were supervised all the time," said a librarian. The report comments that students cannot be expected to make much of sixth-form freedom if they have been "bred on dependence."

The project focused on the use of books and libraries as access to study, the significance of access to books for educational opportunity, and the style of teachers and librarians as "managers of knowledge."

Stenhouse was particularly interested in how students became "emancipated into independent study," one sign of which was their "capacity to appeal against the teacher to the library." In some comprehensive schools, the state of the library made such emancipation almost impossible.

Researchers found immense variations in library resources - book stocks, budgets and staffing. The differences between the independent schools and the comprehensives were "striking". Budgets ranged from £500 a year for one, £1,000-plus comprehensive to £6,000 a year in an independent school (see page 12).

More than one librarian commented that the main thing wrong with their library was lack of books. Staffing varied enormously: at worst a teacher-librarian was given a full teaching load and no extra time for the library.

"The aspiration to make the library a vital force in the social and intellectual life of the institution is often unrealistic," says the report.

Many librarians had no time to get to know students and course requirements, and generally to introduce students to "the world of knowledge that the library represents." Courses in study skills could help, but they were not enough to emancipate students.

Nor did teachers always help students to use the library effectively: reading was prescribed in detail, and students were simply "doing home work in the library." Librarians said that, apart from taking out (and often hoarding) books, teachers themselves never used the library: they came in only to police the students using it.

The report concludes that libraries can provide the "necessary bit of alchemy" to emancipate students from over-dependence on teachers and textbooks, but it cannot happen unless there is a reassessment of present pedagogies and of the educational significance of the library, and an easing of the A level stranglehold.

The necessary rethinking of sixth-form teaching "strikes at the roots of teacher training, librarian training, and an assessment system that rivalises the nature of knowledge."

The project's "archive" - all the interviews and case studies - is available for other researchers.

The Sixth-Form and Libraries: Problems of Access to Knowledge. By Jean Rudduck and David Hopkins. To be published by the British Library R&D Department early next year (LIR report number 24). The archive is housed at the Centre for Applied Research in Education, University of East Anglia.

Virginia Makins looks at a report on sixth-form studies which indicates that 'teaching for intellectual growth and teaching for A level are not the same'.

## Travel

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## LETTERS

# Christianity should not be synonymous with RE

Sir—Your feature in which Nick Baker reports his meeting with the Rev Maurice Clarke (TES, November 4) gives prominence to the latter's view that "schools should drop religious education". The article also illustrates the dilemma faced by teachers who have strong religious (or political?) commitment.

If the vicar is reported accurately, he appears to identify "religion" with "Christianity" and to assume that the purpose of religious education is to fill churches. He is wrong on both counts—at least in relation to county and voluntary controlled schools. In such schools the 1944 Education Act, like its predecessor in 1870, excludes religious teaching which is denominational or directed towards membership of a particular church.

In determining the content of religious education, local authorities have to seek the agreement not only of the faith communities in their locality but also of the teaching profession and elected members. While an understanding of Christianity is an important part of recently agreed syllabuses, these also extend consideration to other religions both in this country and in other parts of the world. The need for all citizens to gain some understanding of the range of religious practice and belief is ever sharper in a multicultural Britain which takes pride in the principle of personal religious freedom.

It follows that schools and churches have related but distinct roles. The classroom is not the pulpit. The RE teacher hopes to encourage a sympathetic interest and understanding; the Christian minister hopes to nurture a particular faith. Each can afford to respect and learn from the other. When the same person wears both hats, schizophrenia can be avoided by giving professional priority to the personal integrity of each individual pupil. Where, as the vicar, church-aided schools and other religious foundations, is another question which the vicar might like to take up with his present authorities!

D PAUL KING  
Adviser for religious education  
County Hall  
Exeter

## Vocational education

Schools should drop religious education says the Reverend Maurice Clarke who gave up a headship for the Church.



From The TES, November 4

### Role confusion

Sir—Although it is news when a vicar says that "Schools should drop religious education" (TES, November 4), rather like a bishop declaring in favour of sin, the Rev Maurice Clarke's reported views seem insufficient to lead to his generalized conclusion.

His first criticism, which has little to do with RE, was that he found a conflict between being a caring priest and being responsible for good order and discipline. This was focused in his reluctance to cane "an absolute swine". One wonders why he did not choose to use some of the alternative sanctions which he prefers instead of the cane. Does he imply that caning does not include "working for good order and discipline"?

Secondly, he asserts that RE should be dropped, apparently because RE teaching is to blame for erroneous ideas about the Church. This may be questionable, but in other fields, for example maths, the discovery that pupils had the wrong ideas would not lead to abolition of maths, but to an improved effort to train teachers. One of the greatest failures of the 1944

Education Act was that, having established RE, it did nothing to ensure a supply of trained teachers.

However, one detects an assumption that RE should lead to commitment. "Since 1870 religious education has been a compulsory part of the syllabus... (but) something like 6 per cent of the population are involved with the religious life of the Church".

As one of the few school chaplains in the state comprehensive system, I see such assumptions as dangerous. In a pluralist society RE must claim its place in the school syllabus for educational reasons, because a child who has no understanding of religion, or the teachings of Christianity as a major force in our culture, cannot be said to be properly educated. But this should not deny consideration of other religions and stances represented in our society, and to abandon RE because it is not producing church-goers is to confuse the role of school and Church.

LAURENCE STEVENS  
Chaplain and head of RE  
St Barnabas' School  
Newbury  
Berkshire

### TV attack

Sir—While we in the Children's Department at Thames Television welcome any coverage of ITV's extensive work to win the viewing battle with the BBC, we were, to say the least, deeply wounded by Hugh David's vitriolic attack on our topical magazine programme, *CBTV*.

Perhaps the deepest cut was Mr David's description of *CBTV* as a "Blue Peter-style" magazine programme. Anybody who has watched the two shows could hardly fail to notice how different they are. *Blue Peter* is a long-established programme relying on a tightly scripted format with its presenters using autotape to follow their lines. It has changed very little in a generation and makes no attempt at being topical.

Furthermore, *Blue Peter* occupies an entirely different slot to *CBTV* and is transmitted on different days of the week. When the programme planners devised *CBTV* the fundamental concept was to make it as different to *Blue Peter* as possible. The only similarity is

that both shows are live.

*CBTV* has broken from the traditional approach of children's magazine programmes. Its presenters are not middle-class, its studio links are unscripted, and its "unperfected style" is already being imitated over at the BBC... namely on their Saturday Superstore show.

The direct result of these innovations is a loyal audience following of around five million. It is now the most popular factual programme in most regions on either network in children's time.

Perhaps Mr David might like to see some of the work done at Teddington in the Children's Department. If he does he will also discover that Hugh David is not a "bought-in" cartoon, it is made by a highly rated subsidiary, Thames Television, Cosgrove Hall Productions Ltd, who are based in Manchester.

DALE LE VACK  
Producer  
*CBTV*  
306-316 Euston Road  
London NW1

### Mind over matter

Sir—I watched and enjoyed BBC1's Horizon programme Professor Hawking's Universe and was interested in Brian Morton's review (TES, October 21).

In asking the question "why disabilities should have been singled out for suffering," not only might lead to the question why he should not have been singled out rather than someone of lesser capabilities, but also suggests a contradiction in Mr Morton's review.

He says: "Genius can have found few tougher paths into the wider world," but he would seem to answer

his particular point of apparent irony earlier on when he states, "Hawking's disabilities have, if anything, forced his mind to ponder on the unsolved paradoxes of astronomy and physics."

It is tempting to speculate, if Stephen Hawking's disabilities had not existed, might he now be applying his genius towards a much less valuable and possibly much more dangerous area of inquiry?

GLYN JONES  
7 Glandow Terrace  
Garth  
Bangor  
Gwynedd

### Third party

Sir—The TES will do education—and itself—a great disservice if it seeks to portray (as in your editorial of November 4) the political battle as essentially a two-party affair. You should not allow Labour's over-representation in the Commons to fool you about either the state of opinion in the country or about the relative effectiveness of the opposition parties.

Despite the rules of parliamentary procedure, it is usually Alliance MPs that have taken the most trouble to subject government educational measures (Regulations or statements to the House) to the most detailed scrutiny. Only last week Alan Beith very effectively exposed the new regulations on

overseas students' fees; Labour was left bringing up the rear, uncoordinated and unsure of where it feels safe.

The media, of course, feeds into the simplicities of an illusory two-party system that doesn't reflect the imagination. But in search of new answers to policy issues, educationists must involve all the political parties and avoid putting all their eggs in the basket of the silver-haired right wing from Winchester. As Chris Price says, Labour's reputation is very low. They have let so many people down.

ALAN LEAMAN  
Liberal Party education panel  
51 Edmonstone Road  
Stratford  
London E15

### Self-learning

Sir—Whenever one gives an interview to a journalist, one awaits the outcome with some trepidation. I was pleased to note, therefore, the faithful account of her visit to my school produced by Julia Hagedorn (TES, October 20). Nevertheless, one point, as it stands, needs substantial amplification, especially since editorially it has been selected for special spotlight.

"Teachers have to abandon control over the children and the curriculum and allow them to determine their own learning."

This phrasing could in some eyes have me sitting all day in my office with my feet up, drinking gin, while the children run amok—an impression I am sure Julia would not wish to convey! I am in fact arguing only that teachers must abandon a conventional notion of curriculum (with its emphasis on things to be learned) and release children from direct supervision sufficiently to allow some real measure of self-learning.

At Lewknor even this philosophy can be developed slowly because of the kind of constraints cited in the article. A careful reading shows how much we do remain architects of events, but not so much with that conventional outlook.

If we are to make schools true centres of their communities, offering education beyond the needs solely of children, within a lifelong concept of learning, then we have to afford a significant relaxation of some of our professional norms. Only then can the role of parents and other adults fit the genuine sense of partnership. Only then can the "capability" skills have an opportunity for expression.

MERVYN BENFORD  
Head  
Lewknor School  
Oxford

# Spreading zeal for languages

Sir—As Lynn Truss pointed out (TES, November 4) the non-stressful method of teaching modern languages put forward by Professor Krashen in the Horizon programme, "A child's guide to languages", is unlikely to be pursued in schools while GCSE boards demand an academic approach with emphasis on the written route in, for those who teach in inner-city schools, as long as the university vice-chancellors (any connexion with exam boards?) can look a little further than "revival" of languages traditionally associated with the grammar school. What about courses for all pupils, in modern Greek, Turkish, Urdu, Gujarati, etc. which substantial minorities of our pupils speak? The human resource is readily available:

This week I took me, an English teacher with a mere smattering of French, to teach each of our first year classes to sing "Everybody loves Saturday Night" and another only slightly less simple song, in French, German, Spanish and the Italian dialect, Calabrese; they had been taught to me by native speakers. This was by way of introduction (a part of our first-year course in language awareness) to the main business of pupils providing translations of these songs into their own languages in the course of modern language teaching, before handing the baton over to the music teacher for all pupils to sing in a public performance in the term.

An after-school mother-tongue maintenance class in Gujarati here will place a far greater emphasis on practical language skills than ever before: universities should give their full support to these changes by restoring the FL entry requirement, first at 16-plus level, and eventually at intermediate level.

Instead of passing the buck by asking employers to "play their part by emphasizing the value of foreign languages", universities should ensure that all their graduates have a practical FL qualification.

Only the presence of large numbers of such people in commerce and industry will change current attitudes and thereby create the opportunities for FL competence to be used in employment.

DAVID NOTT  
Chairman  
The British Association for Language Teaching  
Bangor  
Gwynedd

### Idea digest

Sir—As an experienced maths teacher of low-attaining pupils, I welcome Geoffrey Howson's article "Motivating maths" (TES, November 4) but only if the theory he purports to can become accepted practice. The national exam results starkly reveal that our traditional methods of teaching maths, mainly to our "less able" children, can only be reviewed as so much time wasted.

I am currently teaching a typical group of underachieving 16-year-olds who will largely end their school careers, like so many before them, with only CSE grade 3s, or the label "unclassified", to show for all that time and effort; a totally demoralizing situation for everyone concerned. And yet I continue to sense that, if their mathematical menu could be altered and the meat served up to them in a more tasty way, their improved appetites would develop a more healthy attitude to the subject—and produce an outcome of considerably more value than at present.

With, it seems, nothing to lose, a large chunk of my lesson time has been spent experimenting with "meaningful community projects". Maths skills have been largely buried to Cockcroft's basics, but the motivation that this approach has generated has ensured that these have been thoroughly practised. Unfortunately the large gaps left in the syllabus, made up of maths which has little relevance

to everyday living, must make certain that their final results will be much the same as usual.

If this method is worth developing, and assuming we are convinced of its value as a motivator and of our own enthusiasm for such risk-taking, brain-wracking, time-consuming activities, then the aid that would prove most useful would be a digest of ideas that have been suitably tried and tested both inside and outside the classroom. Perhaps Mr Howson can help in this area?

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## LETTERS



Cuban prisoners in Grenada

### Island view

Sir—We would like to correct some of the distortions surrounding the American justification for the invasion of Grenada. We are a group of teachers and students from an East London technical college who spent a month in Grenada last Christmas.

There was no sense of a Cuban military presence anywhere on the island. We met many Cubans who were working and teaching on new industrial projects. Some of them were offering their technical expertise as volunteers.

All visitors are taken to the site of the new international airport which the Grenadians see as a symbol of prosperity to come from the increase in trade and tourism. The idea of building the airport dates from the British colonial administration in the 1950s. Most of the aid did indeed come from Russia and Cuba—the American and British governments refused to help.

Bishop's government was a Socialist one, but as the Grenadians continue to be impressed on us it was a specifically Grenadian Socialism. Everyone was encouraged to participate, for example, the 1982 budget proposals were discussed in all the village councils. Government ministers in this tiny community were called

### Draft notions

Sir—The suggestion put forward by Dr Alec Dickson, president of the Community Service Volunteers at his organization's annual review day, that youngsters in detention centres should be drafted into schools to give physical education lessons to children of primary school age (TES, October 28) is singularly exciting and imaginative. The basis for his idea is that these young people receive more physical education than others and this therefore provides a marvellous chance to put to good use the "physical training" they receive.

Such a scheme can provide considerable new opportunities. Using Dr Dickson's criteria of "experience", then since those attending detention centres will have had more experience of the legal system and the police, there would appear to be scope for arranging legal apprenticeships as well for posts of junior special constables.

THEIR likely familiarity with the probation and social services can also be utilized. Presumably those from "broken homes" will have much to offer in the field of marriage guidance.

It is remotely possible that the local education authorities and teachers' professional organizations may be slightly lukewarm. The I.C.A.S. may be about the expense of course resulting from accidents. However, parents and the courts are likely to take a lenient view when considering the circumstances. The professional organizations may be a little more difficult since they may see it as eroding their folklore that some sort of qualification is needed to teach.

On the other hand, it's only physical education and they're only small children.

PETER A GLEW  
Lecturer in education  
University of Durham

JAMES POMFRET  
Principal  
Stranmillis College  
Belfast

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### Religious mix

Sir—The extent to which the former Chairman of a Parliamentary Select Committee should take advantage of his office to write the kind of knock-about article that appeared under your "Diary" section of the issue of October 28, is at best a question of doubtful taste, but such a part of our freedom.

There are, however, three matters which are inaccurately or misleadingly presented. Stranmillis is referred to as "the Protestant teacher training college". It is in fact a government college, uniquely so in the United Kingdom, and does not operate any religious test for either students or staff. We do not elicit religious affiliation except on a voluntary basis for chaplaincy purposes after entry, and only the chaplains (not even the principal or the board of governors) have that detailed knowledge.

We can be labelled Protestant because the majority of our students and staff are Protestant (for at least, non-Roman Catholic), who have chosen to make it known in other ways, but that should not surprise anyone because of the accessibility of two Roman Catholic colleges in Belfast.

Throughout the United Kingdom (and probably the world) Catholic students normally go to Catholic colleges where possible. Why do so many visitors from across the water want to represent as shockingly different, conditions and practices in Northern Ireland that are the same as elsewhere? On that basis all local education teacher training colleges in the rest of the UK, when they existed, were equally Protestant, but that evokes no comment.

The second matter concerns a degree of confusion in its categories. "These colleges and universities (ie 'where students can mix unencumbered by religious imperatives') seem to be going very well". In listing them with reference to their "colonial dependence on foreigners to run them", with the exception of The Queen's University, he includes "the Protestant teacher training college, Stranmillis".

In spite of the incorrect label, we are properly included among the institutions with religiously mixed communities, and I hope that your readers will accept this resolution of the confusion.

The third matter affects me personally. From the way in which he lists the "foreigners" who run colleges and universities in Northern Ireland it could easily be assumed that I am a Yorkshireman. A quotation from *Julius Caesar* would be apt here, but let me reveal that I am privileged to originate from the other side of the Pennines and that my impending retirement to Yorkshire is in a mission, army capacity.

PETER A GLEW  
Lecturer in education  
University of Durham

### Fifth-year results

Sir—The debate "comprehensive v. grammar" continues. It is interesting to study the recently published Inner London Education Authority school examination results for 1982, because this was the first year in which all ILEA's fifth-form pupils had received their whole secondary schooling in comprehensive schools. The results can be compared with 1981 in which year fifth-form pupils comprised both "grammar" and "comprehensive" streams.

The following table shows the percentage of fifth-year pupils attaining given results in each of the two years:

	1981	1982
5 or more O levels/CSE grade 1	10.2	9.9
5 or more O levels	8.4	7.9
At least 1 CSE grade 1	20.5	21.7

While one ought not to read too much into one year's results, these figures suggest an improvement among the top 25 per cent as a whole, but a decline in attainment by the top 10 per cent as a result of five years comprehensive schooling.

It may be noted that A level success by pupils who included grammar school streams (because they started secondary schooling two years earlier) declined from 64.2 per cent in 1981 to 60.9 per cent in 1982, but in this case the percentages relate to candidates, not to pupil population, so the figures are more subjective, being dependent on the number of pupils entered.

ROBERT VIGARS  
ILEA member  
County Hall  
London

### Animal facts

Sir—Barry Kew's article on animal liberation (Talkback, TES, November 4) raises a number of issues, two of which I would like to explore further. He attempts to justify the raids and arson threats by asserting that no other methods are "successful in enlightening teachers" and he further suggests that the animal rights movement has explored lawful avenues and found them to be dead ends. The article is lacking in evidence or reasoned argument that supports either assertion.

It is not unreasonable to face people, schoolchildren included, with material that represents all points of view with regard to animal welfare/rights and to allow them to make up their own minds as to how willing they are to allow animals to be killed if at all, and if so, for what purposes. The problem is that such material is not readily and freely available to schools, neither is the offer of speaker services to which he refers.

In 15 years closely connected with schools I have received information from the RSPCA. No other

organization has been concerned enough to send publicity material or offer speakers. No other organization has set up stalls at the wide range of teacher meetings I have attended.

In the last eight months I have contacted directly a range of animal welfare organizations specifically requesting information written for schoolchildren on the dissection issue. These organizations included the RSPCA, National Anti-Vivisection Society, Animal Vigilantes, Animal Aid, Humane Education Council, Lord Dowding Fund for Humane Research, Beauty Without Cruelty, Compassion in World Farming and the British Union for the Abolition of Vivisection. There is material available but the quality is generally poor and as yet no real concerted effort has been made to get the material into schools.

The BUAV has produced a recruiting pamphlet entitled *Dissection: Your Right to Refuse* which includes a picture of the one pupil whose refusal to dissect received coverage in the national press and which I suspect are the "refusals" to which Barry Kew

refers. The same organization sent me two typed foolscap documents, one entitled *Dissection in Schools: The moral case against it and educational case against it*, the other *An Education in Killing*. Neither of these were in a form suitable for use with children but from them it would be possible to select material for children, for example *What is Vivisection?*, but no material directly on the dissection issue.

I suggest that if this represents... the dedicated work of a frustrated force which has explored lawful avenues and found them to be dead ends... then the evidence supporting that statement is weak.

I am concerned that teachers and pupils should discuss the issues and have organized teacher meetings addressed by animal rights representatives, but I cannot and will not accept that the way to "enlighten teachers" is to raid and burn.

ROGER LOCK  
Department of Educational Studies  
University of Oxford

Second, concern was expressed at the apparent lack of interest shown by women and girls in computing. No such lack of interest is shown by women students on this course. Of our first two years' intake, 75 per cent are women. As they will be studying the role of computers in society as part of their course, I believe we shall produce teachers who are conscious of these problems and will try to solve them, given the restrictions placed on them by society at large. Also they will counteract the widely held belief that computing is for boys only.

ANNETTE MUIR  
Senior Lecturer in Education  
Middlesex Polytechnic  
Barnet  
Hertfordshire

Our intake for this subject in 1982 was 18 students. However, this intake will be trained to teach either in the primary or secondary school, but from the year we can only train teachers for the question of where the teachers of computing in secondary schools are to come from.

This decision of the Department of Education seems very shortsighted, given the expansion of computing as a subject in secondary schools. Also, if only 26 students were taking the PGCE route (and I suspect this number is unlikely to increase given the variety of attractive alternatives open to computer science graduates) surely the BED must be regarded as the main route for teachers of computing.

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## TALKBACK

## English as racism

JEANETTE MEREDITH

"Racist", it seems, is fast becoming a popular epithet to be applied to teachers of English as a second language. This was brought home to me at a recent conference organized by the National Association for Teaching English as a Second Language to Adults in Cardiff and again in the report in *The TES* of October 21, concerning the two articles in the *EFL Gazette*.

According to Mrs Sian Swann, one of the effects of this "racism" is that "Grown up topics like race, politics and sex are hardly ever allowed into

the classroom".

I am involved in EFL and last year taught a group of young adults of Arab origin whose English had reached a lower intermediate level of development. A moment's reflection reminded me that, in fact, race, politics and sex had been discussed among a whole range of so-called "grown-up" topics. Others which came readily to mind were: terminal illness, death, funeral practices, abortion, contraception, courtship, marriage, divorce, unemployment, vandalism, child abuse, pregnancy, childbirth, crime, torture and punishment - both capital and corporal.

In case it is thought that my "syllabus" is a somewhat sensational document, the fact that such subjects were discussed must be seen as the end result of a principled approach to EFL teaching.

In my approach to language teaching I rate the ability to communi-

cate above an inhibiting concern for absolute correctness. Part of the reason we speak at all is because we have something to say about the way we are experiencing the world. This we do most easily with people that we know and trust.

To encourage communication, then, in a foreign language, two important conditions must be met. First, the same needs must be aroused which motivate communication in the mother-tongue, and second an environment conducive to the expression of these needs must be created.

To fulfil the second consideration the language group needs to be small - not more than nine with the teacher participating as a member of the group. The group should be primarily a social group which happens to be engaged in the common pursuit of studying a language. Relationships between group members should be built up over a period of weeks or months.

Because the group is recognized to have a social basis, members are interested in each others' activities, hopes, disappointments and successes and topics which merit concern arise spontaneously and are pursued and examined as far as the consensus of the group allows. Teachers should not rush in with a list of ideas for discussion because topics which arise naturally directly reflect the interests and attitudes of the students. If this only happens to extend to shopping, travel, sport, food and entertainment then so be it. In a sympathetic environment, however, students combat the considerable challenge of using a foreign language to express their deep concerns on a wide range of issues and appear to derive great satisfaction from being able to do so.

The teacher's role is to support the group. This demands great awareness and sensitivity. It is necessary to know, for example, when to help, when to encourage, when to give an opinion

and when to ask for one; and perhaps most importantly of all when to do none of these things. It may even be necessary on occasions to act as a cooling agent when things threaten to get over-heated.

The teacher of foreign adults needs to stop being a mere language teaching device and become a real person with a stake in a particular social group to which she brings her own concerns, problems and resources. This will demand a degree of self-revelation which may be completely unacceptable to many. However, if we are to combat the student cries of "racism" which we may deserve, more by default than by design then I do, I believe, is the type of personal challenge which we must be ready to take up.

Jeanette Meredith is an EFL tutor, and also a post-graduate research student in the Department of English, UWIST, Cardiff.

RE and the Church

ROGER OWEN

The Vicar of Hamble's advocacy of the abolition of religious education (*TES*, November 4) is like a vegetarian demanding a ban on serving mixed vegetables in restaurants. What is good for private consumption should not be publicly offered.

The Reverend Maurice Clarke mistakenly measures the success or failure of RE in terms of pupil commitment to a particular faith. "Since 1870 religious education has been a compulsory part of the syllabus, and where are we now?" he asks. "Something like 6 per cent of the population are involved with the religious life of the church," he means in reply to himself.

Have RE teachers failed because the vicar's church isn't crowded? Should RE be abandoned because Muslim, Hindu and Sikh schoolchildren are not flocking to Christian churches? Of course not. It is not the purpose of RE in state schools to bring about a commitment to Christianity. RE is not about catching spiritual sparks.

The purpose of RE is to offer the pupil an understanding of the nature of religion, a realization of the importance and influence of religious experiences, beliefs and practices in the lives of believers, an awareness of the spiritual dimension of life, and some understanding of different belief-systems.

Good RE creates in many pupils a more sensitive understanding of their own beliefs and of the different beliefs by which others govern their lives. RE can play a vital part in a multicultural society, especially in the multi-faith school.

The Standing Conference on Inter-Faith Dialogue in Education made this plain a couple of years ago when it

stated that "religious education has the explicit role to promote personal development and foster understanding". On another level, how can you begin to understand recent events in Iran, Poland, Northern Ireland and the Lebanon without some understanding of religious beliefs?

"When I'm taking confirmation classes," the vicar argues, "I have found people's minds filled with the most erroneous ideas about the church, put there in part by religious education in schools."

Equally, I could argue that when I have taken RE classes, I have found pupils' minds filled with most erroneous ideas about religious faith, put there in part by Sunday School teaching in churches! One also wonders which "church" the vicar has in mind - Roman Catholic, Baptist, Pentecostal? No, Church of England, of course. Those "most erroneous ideas" might then well include the rosary, baptism by immersion and speaking in tongues.

Besides, even if there is poor RE teaching in some schools, is any subject free from similar criticism? If all subjects which had some poor teachers were abolished, the school curriculum would be non-existent.

There are sound educational principles for the inclusion of RE in the school timetable, regardless of any legal grounds. It contributes to many areas of human experience - ethical, social, political, spiritual, aesthetic and is, therefore, a valid contribution to the pupil's development and education. Indeed, it might be argued that a child cannot be fully educated without a knowledge and understanding of religion any more than he can without a knowledge and understanding of history or of literature.

There is far more to RE, Mr Clarke, than doubts, dustbin ideas and discussion. Work to improve it, not eradicate it.

Roger Owen is a teacher at present seconded to the School of Education, University of Leeds, and author of several religious education textbooks.

Gift horse?

JILL HUMPHREYS

Giving birth is simple and straightforward compared with producing an MEd dissertation. The agony of the former is short-lived compared with the latter, which seems to extend forever.

Why, you may ask, if I felt like this, did I embark on this degree course in the first instance? I am not particularly academic and I teach in a first school which I thoroughly enjoy. But I was inveigled into it by my local authority which was probably sick of my requests to go on courses and decided it would have peace for two years.

I had asked to do a short course but I was told that this was not possible owing to lack of money, but that I could do an MEd. When I queried the logic of this, it was explained that the MEd qualification costs the authority very little as most of the money comes from the DES.

Since I was brought up in the era when one was trained never to look a gift horse in the mouth, I accepted and thanked them politely.

Eventually I was summoned for interview at the university. I knew why I wanted to do the course, I found the subject matter fascinating and explained this to them in detail. Their learned heads nodded sagely.

Then I was asked what books I had read. All I could recall was Bullock - the shortened version. They began to look very doubtful. They asked if I had read any interesting articles? My mind went to a complete blank. They started to talk excitedly to one another and shake their heads.

To this day, I do not know what made me say: "But I have got the money from the authority". Their manner appeared to undergo an im-

mediate change: they rekindled interest in my academic potential. I realized afterwards that they were trained in the same school as I was - never look a gift horse in the mouth. With falling numbers on postgraduate courses, they were not going to turn me down.

I consoled myself by thinking over the course requirements: no examinations, just four essays of 4,000 words each in the first year. That was only about 16 pages of A4 for each essay. Surely I could produce four in a year. After all I had half-terms and holidays and should not have to sacrifice too many other interests. Then in the second year, a single dissertation of 16,000 words. It sounded relatively easy.

The euphoria did not last long however. The grind started. Extensive reading lists were handed out. I soon learned to pare them down to the essentials appropriate to the essay topics I had chosen. As the first year progressed, I became aware that I was becoming a machine for essay crises. Social life succumbed totally to essay crises. That was acceptable in the short term, but I realized that the unacceptable was also happening: my teaching

in school was suffering, as I could not give it the preparation time required.

My head also realized that life had become somewhat too full for me and switched the pressure onto the School's teacher. Without this help and understanding, I should never have been able to complete the two years. As it was, the pressure was such that the end was impossible to envisage. Social life ceased; the house grew dirtier and the kids lived on sausages. Towards the deadline hand-in date, the MEd was a matter of my mind; I lived, ate and slept MEd.

During the two years, three out of eight candidates in my section dropped out for a variety of reasons, but my upbringing forbade this. Always finish what you start. To give up displays weakness.

Now it is completed and I can live again. I am pleased to have done it. The kids have gone to university, the house is clean and I am doing a typing course this term. I have told the few friends I have left, never to let me undertake anything similar again.

Jill Humphreys is deputy head at Lillington CE First School, Leamington Spa.

occupation and studies after leaving school; interests (intellectual, social, and other). One hardly need add that intellectual interests become engulfed in a mass of useless information about fan clubs, stamp collections, pop music, a list of favourite books which corresponds to the A-level syllabus, and a moving description of the candidate's acts of charity and good citizenship. The applicant is not encouraged to explain why he wishes to study the subject for which he has applied, nor is he encouraged to flex his intellectual muscles.

I always read that section of the form (if it is legible) in the hope that the candidate will prove to be something more than a charitable philistine. One then drifts on to examine the O-level results.

The examination results (section 6) and the list of examinations to be taken (section 7) are not sufficiently detailed: admissions tutors are kept completely in the dark about what the candidate is studying. The examination board is listed, and this allows the admissions tutor to discriminate according to his prejudices: Oxford and Cambridge is thought to be reputable because it is used by the great public schools; and AEB disreputable because it is associated with one-year cramming courses at further education colleges.

We are not told which syllabus is being followed. In my own subject

there are scores of alternative syllabuses, ranging from the apparently rigorous to the apparently worthless. In many cases the final mark involves a substantial amount of internal assessment, but this information is not included on the UCFA form.

It could be argued that admissions tutors tend to be suspicious of internal assessment, so the mere mention of mode III might conceivably disadvantage a candidate. None the less, the candidate should be able to look up the syllabus. If I were an admissions tutor in French, for example, I should like to know if an applicant was following a course wholly restricted to post-war literature.

Finally, some attention should be given to the concealed hazards on the form. Chief among these is the invitation to list five universities in order of preference. Candidates list their universities in the belief that their applications will be considered with care at each of the five institutions. They are not told that some departments automatically reject those who place them in fifth place, and that others (it is said) reject those who do not place them first (or second after Oxford). Such information should be incorporated into the explanatory material given to candidates.

Gordon Campbell is admissions tutor in the Department of English, University of Leicester.

Unnatural selection?

Desmond Nuttall criticises the continued reliance on exams which are known to be unreliable predictors of future success

Exams have a multiplicity of purposes, both educational and social. They function as agents of curriculum control - more explicitly than ever before in the development of criteria for the common system at 16-plus.

Historically they have been regarded as the selectors and guardians of standards. Though at one stage, it looked as though the establishment of the Assessment of Performance Unit might take the best of public examinations, the legal requirements for secondary schools to publish their exam results and the long-running controversy surrounding the exam results of different types of schools have meant that exams and standards continue to be inseparable.

Within the school, exams are often defended as an important device for motivating students - and teachers - and, for society, professional exams that license practitioners (doctors, lawyers and plumbers alike) offer an important safeguard.

That pre-eminence among the purposes of exams is selection. Since the days of imperial China, nearly 3,000 years ago, exams have been used to pick out the most promising applicants for jobs or for particular forms of education. Sometimes, as in schoolships, the best 10, or whatever, are chosen regardless of the absolute standard of their performance. On other occasions, the exam is used to set the minimum acceptable performance level (for example, a B and two Cs at A-level), more akin to a process of attesting qualifications, competency.

In reality, though, this minimum level is not set after a careful analysis of the basic requirements of knowledge and skills necessary for satisfactory performance on the course or in the job, but simply as a response to market forces. A popular university department demands high A level grades largely to ease the task of selection among the many who apply; an unfashionable one asks for two Es in the hope of attracting enough students to fill the places available.

Of course, no selector relies solely upon examination results: other information, from interviews, references, heads' reports and application forms, is always used. But it is clear from research into university selection and into employment that the results are not used in the process of short-listing. So the good are exam results at predicting future success.

At a recent seminar, organized jointly by the Training Information Service and the Centre for the Study of Comprehensive Schools and

attended by many representatives from business and commerce, I asked if anyone could refer me to studies of the predictive efficiency of examinations in employment, but no one could. My experience is borne out by that of Janet Jones, until recently BP School Teacher Fellow at the University of Reading, who has just completed a major study of employers' use of examination results. During her enquiries, no one produced any evidence about the validity of examinations as selection devices.

So, despite the widespread use of examinations in selection for employment, evidence about whether they do really help the employer pick out the best applicants is hard to come by. In the field of education, though, there is more evidence. Despite the fact that there is considerable similarity between the predictor (exam results) and the criterion of subsequent success (another exam result), the general conclusion has to be that exams are very modest predictors of subsequent educational success.

For example, a study some years ago of the predictive value of CSE grades for further education concluded: "While showing that CSE can provide additional information for allocating students to further education courses, the findings of this project confirm the persistence of the Beloe Report in thinking it important that 'ways should be left open for those who are not able to show their quality in terms of school examination results'. Students with low CSE grades possessed a high chance of success on a number of the further education courses investigated. Sixty-five per cent of the students ungraded or awarded grade 5 in mathematics, for instance, subsequently passed the craft studies courses with credit. It cannot be said that the opportunities of further education are closed to those who perform badly in CSE."

The same is true of O level grades as predictors of A level grades in the same subject. Many of the correlations are fairly small, ranging from about 0.6 in physics or French down to 0.3 in history or English literature. There is no universally accepted way of expressing the meaning of such correlation coefficients. The most stringent is the index of forecasting efficiency: a correlation of 0.6 means that the efficiency is 20 per cent better than selection completely at random, while a correlation of 0.3 implies an efficiency only 5 per cent better than chance. Other measures give a slightly more favourable picture, but all imply that there are plenty of students whose good O level

performance is not reflected at A level and many others with poor O level performance and impressive A level grades.

As might be expected, the relationship between A level grades and class of degree some three or four years later is even weaker. Correlations range from 0.4 for the sciences down to below 0.2 for arts subjects (an improvement over chance of 8 per cent at best and a derisory 2 per cent at worst). Detailed work by the NFER in the 1970s led to the broad conclusion that "A levels correlate only poorly with subsequent examinations", but admitted that "although A level results fall a long way short of perfection, they do provide the best single predictor of university success". (Later work showed that the number of O levels passed was virtually as good - or as bad.)

We can conclude, therefore, that exams are by and large poor predictors of future educational success. There are plenty of understandable reasons for this: people mature at different rates, their interests and enthusiasms change and the

subjects themselves make different intellectual demands at different levels. But if we recognize such eminently sensible explanations, why do we persist in placing so much reliance on exam results in selection?

One exam that is, or was, a rather good predictor - at least 10 times as efficient as A level is at predicting university success - deserves a mention. Indeed, information from around the world suggests that it is probably the most efficient selection exam ever devised. It is, of course, the 11-plus. Despite its relative efficiency, it still fell so far short of perfection that tens of thousands of young people were inappropriately placed in different kinds of secondary school, with disastrous social, educational and personal consequences.

In large measure, its lack of perfection as a selection device rightly led to its demise (in most parts of the country, at least). The fact that the 11-plus is relatively so much better than A level as a predictor is, naturally, no argument for its reinstatement, but its fate certainly has implications for A level.

The key to abolishing the 11-plus was the existence of an appropriate alternative: the open access comprehensive school. What would happen if we were to have open access higher education? As in Europe, quotas would no doubt be necessary in some universities and polytechnics and most departments of medicine and other popular subjects, but quotas could be based not on previous attainment (as in effect they are at present) but on many other principles, some of which are being tried in Europe. Quotas can readily be manipulated to create greater social justice by favouring disadvantaged groups.

The guiding principle at the Open University is "first come, first served". Previous qualifications are not used for selecting applicants, but information about them is collected so that we can look at the success rates of different groups. The chart (figure 1) shows the percentage of students who passed at least one of the courses they studied, though rarely more than two, in 1982. The remainder of the students were more likely to have dropped out during the course for personal or domestic reasons than to have failed the course.

In line with all our experience and the evidence quoted above, there is a tendency for those with higher educational qualifications to be more successful but the relationship is far from perfect. Over 50 per cent of those with no qualification higher than CSE passed, while nearly a quarter of those in the most successful group did not pass the course. To have restricted entry to those with A levels or higher qualifications would not have been a particularly efficient way of selecting the students most likely to be successful.

So the experience of the Open University and comparable institutions throughout the world confirms that exams are poor selection devices within education. How much poorer are they likely to be in job selection where the criteria of success are so much more diverse and less like exam-taking? Anyone using exams as selection devices should be obliged to supply evidence that they are relevant and appropriate in that particular application, and should have the sense to be looking at alternatives which provide more information about the qualities needed for success on the job.

Desmond Nuttall is Professor of Educational Psychology at the Open University and formerly Secretary to a CSE Board. This article is based on a talk given at the BIS/SCS Seminar referred to.

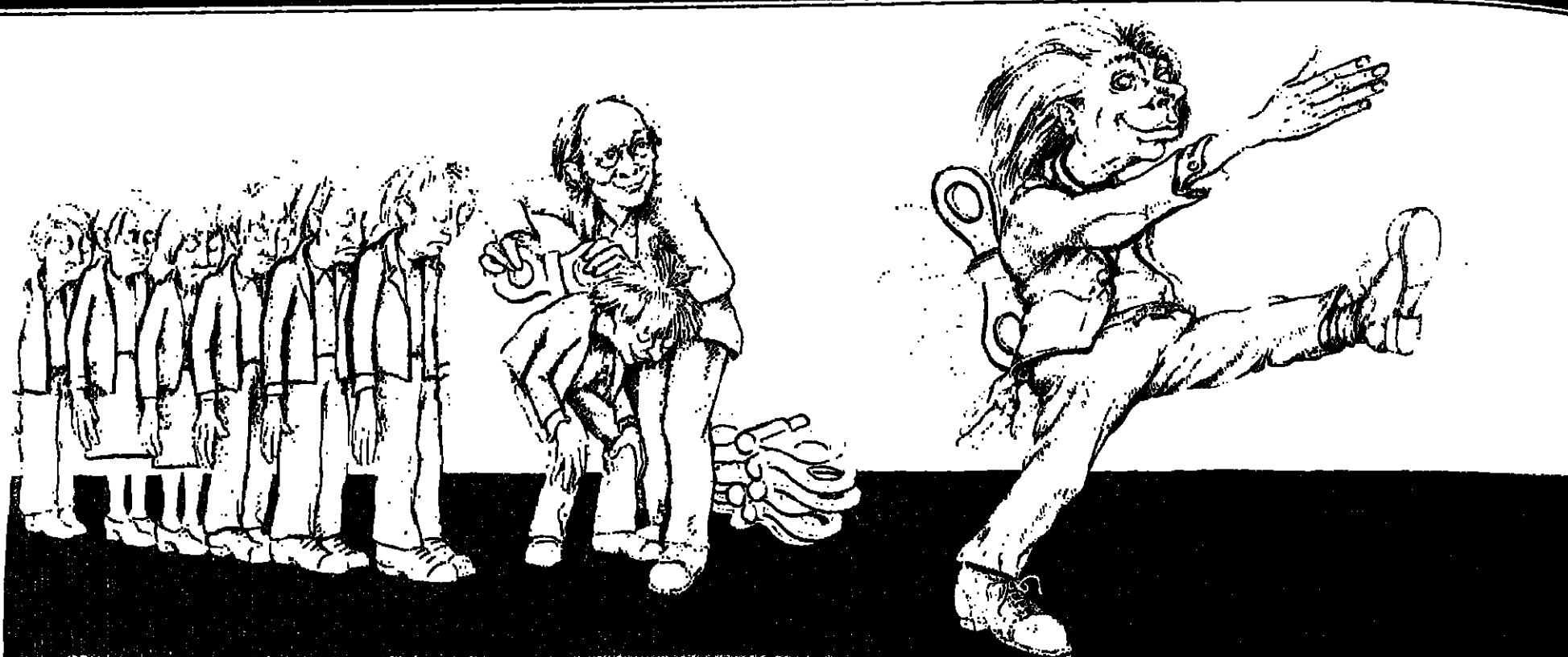
FIGURE 1: THE PERFORMANCE OF OPEN UNIVERSITY STUDENTS WITH DIFFERENT ENTRY QUALIFICATIONS

Highest educational level on entry	Percentage gaining some credit in 1982
No formal qualification	56.1
CSE	58.0
O level	66.9
Average for all students	71.0
A level	73.0
HNC/HND	74.9
Teaching certificate	77.1
First degree	72.3

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## FEATURES



## Test matching

Never has so much testing been done so ineptly and to so little purpose, John Pearce concludes from the latest research

Not so very long ago a bright and shining new deputy chief education officer arrived in a quite, middle-sized local authority. After a few months brushing the dust off the department (and a few corners off himself), he began visiting schools. He found much to admire, and, being a bright and shining DCEO, said so; and much to cause concern. In particular, the testing programme.

A third of the primaries ignored the I.e.s. test altogether. Some heads who did test would stretch the time-limits here and there, or let the slowest ones have relief for their distress through help from teacher, and one actually taught the class a lesson on the test forms first. The test itself was 30 years old, while most schools used other tests, some even older, not always the same ones, to provide scores for the secondaries. So our B &

S DCEO set up a working party. Sharing a holy terror of decisions made in their absence, everyone agreed to serve, and the date was set far enough ahead to permit some careful refurbishing of prepared positions.

Chief Psych batted first. "Testing, we should realize, was his pigeon (note of apologetic absent from B.S. DCEO). The test was old and bad, but he hadn't changed it because the gain to be had from any better test wasn't worth the hassle: the change wouldn't get him the manpower to analyse the results anyway.

B & S DCEO wanted to know how the test was chosen. Nobody knew, but the assistant education officer for finance, retiring next week, remembered, it was just before his time: Alderman Slocombe had insisted on a test, but didn't

know a test from a pools coupon, so we had settled on the cheapest. Is there a better test, asked B & S. Wearily, Chief Psych said he had already explained: yes, but not so much better as to be worth while. DCEO began to look a shade less B & S. Chief Psych moved in for the kill: the only test worth using would cost £19,000 a year and an assistant to process the results.

B & S DCEO then had what makes DCEOs in their first few years seem so very B & S: a bright idea. It's much cheaper and just as valid to use light sampling. Chief Inspector, silent until now, asked sulkily, just what is light about light sampling. DCEO gave a very B & S jargon-free explanation. Junior Sprog (known in schools as Primary Adviser) murmured all but inaudibly: Couldn't work. DCEO pounced: Why not? It's more work in a classroom, not less, to test five instead of thirty-five, and anyway the teachers really only want results for the whole class: that's what screening is all about. Yes, put in advisory teacher for reading, but why screen if you can't follow up? Why can't we follow up, the DCEO wanted to know. Because, said the advisory teacher gently, your last budget took out the teachers who have always done it. Turning Brite and Shiny, DCEO sought to conclude: Right, then, if we can't screen we shall have to monitor. The word landed like a time-bomb planted on the committee table, and their sheltering silence was taken for assent. What, one of them asked,

did monitoring entail? Chief Psych reiterated the even for monitoring there wasn't an affordable test that was good enough. Junior Sprog tried to salvage something: Most schools do some testing of their own, too. Chief Inspector, as chief inspectors will, removed the smile that the brought to DCEO's face: Yes, but they all use different tests. Very well, said DCEO, gathering his papers up again, get a list of the tests they use, and impose the top choice or make them select one from the top three. Why? asked Chief Insp, but forbore to press the point when DCEO barked: Standards! Must monitor the service. Must show the schools we mean business.

If a school is slipping, asked Junior Sprog, does it get extra resources? DCEO knew his research on that one: Doesn't seem to yield the benefits one would hope for, I'm afraid. What do we do with the scores? This, from the advisory teacher for reading. No more, said Chief Psych, than we do now: scan them for the weak spots and forget the rest. Yes, said DCEO, it's the message about standards that matters. How very cynical, thought the Junior Sprog, and ventured to say so. Well not really, said the Chief Psych ruefully, many of the school-marked results are just a bit too invalid to be reliable, and while that's our fault for not training the teachers properly we can't put it right overnight. AEO Schools added: Half the teachers will go on using Schofield's graded word test that my children knew by heart

## Quality for all

Bob Doe looks at the attempts of the Centre for the Study of Comprehensive Schools to offer grassroots, high-tech support for the non-selective ideal

And the purpose of that network is to collect, study and spread good practice and new ideas that can improve comprehensive schooling. This is done through seminars and conferences, research and evaluation and publications.

A rapidly growing computerized information bank at the centre enables schools which need advice to be provided with information on tried and tested practices at the touch of a button. The CSCS information service covers the whole range of comprehensive school activities and the data-bank includes 200 different subjects with entries as diverse as appointments; counselling; community service; core curriculum; profiles; pastoral care; study skills and team teaching.

Between May and September this year, which includes the summer holidays, CSCS answered 750 inquiries, some of them on more than one subject. With the centre's microcomputer, Humphrey Bashford, another ex-head volunteer and in charge of information services, is able to identify rapidly those schools with the experience, inquirer need and put them in touch.

Any school which feels it has interesting and valid experience can provide details to be recorded in the databank alongside the centre's own research projects, evaluations and case studies. Schools will have direct access to this information when it becomes available on the Prestel television information service.

Another of the centre's aims is to forge a stronger partnership between comprehensive schools and industry and commerce. Pupils are not being adequately prepared for adult and

working life," admits Frank Stoner, released by Lincolnshire from the headship of Branstons School to be the centre's director for a year. "We need to respond to our critics and to employers when they say what they need."

The companies supporting CSCS are not just looked upon as lucrative sources of financial support. They are represented on the centre's steering committee, and are drawn into its work: ICI's education and training manager was commissioned to write a CSCS report on what schools could learn about management from industry; bankers were invited to the recent seminar referred to by Professor Nutall (see page 00) where alternatives to conventional exam results were looked at; and companies contribute speakers to the annual CSCS conference which is rapidly becoming a major event in the education calendar. This year 170 attended.

A shop steward has been seconded from ICI to investigate trade union education in schools. This is one of the centre's research initiatives directed by Dr Chris Kyriacou of the university's education department. Other projects include stress on young teachers; experiential learning; life and social skills and special needs in comprehensives.

Once again the emphasis is on the development and evaluation of practical approaches. The work is undertaken largely by teachers released by their local authority and is based within schools or local authorities, rather than at the centre, though they can register for a diploma of the university through the centre and get research support. As with an improving discussion, research and

good practice, the centre also hopes to improve the public image of comprehensives. This, however, is the aim on which the CSCS seems to have made the least obvious progress so far. Ben Kerwood, is on loan from Oxfordshire where he is deputy head at John Mason school, Abingdon, and deputy director of CSCS for 1983. He says, "There is a great deal of ignorance among the general public about comprehensive schools. Even some teachers in them are not clear about how they fit into the national picture."

How far the centre can or will counter that ignorance remains to be seen. It is not meant to be a pressure group in the same way as the Programme for Reform in Secondary Education (PRISE) or Right to Comprehensive Education (RICE) groups.

Frank Stoner says the CSCS exists to promote "high quality for all children in all schools" and is not interested in polemic. If they were, one difficulty would be deciding what their views were, and who they represented. George Walker was, and who they represented. George Walker was, and who they represented. George Walker was, and who they represented.

For information about the South East regional CSCS conference on Saturday December 3 from DIAPSE, Institute of Education, 59 Gordon Square, London WC1H 0NT telephone 01 636 1800 or 774. Other enquiries to CSCS, Derwent College, University of York, Heslington, York YO1 5DD.

when they were seven. This debate is fictional, but the statements made in it are not. The vast majority of I.e.s.s. do some blanket testing, most of it in reading, mostly in junior schools, where a majority of teachers add some testing of their own. Now, a satisfactory testing programme needs to be (i) thought out as to purposes and method, (ii) based on tests chosen to fulfil those purposes, (iii) carried out with some basic understanding of test procedures, their disciplines and rationale, and (iv) put to adequate use afterwards by the I.e.s. *Testing Children*, the report published this week on the SSCC-funded inquiry into I.e.s. testing practices, suggests that it is very rare indeed for all four conditions to be met.

On the evidence of this very welcome book, the participants in our little fiction are only too correct - about classroom testing, teachers' attitudes, the lack of follow-up, the role of extra resources, and above all the status of testing programmes as symbolic messages. While the authors do not deal with the question whether testing, done properly, is more use or less costly than close knowledge of the schools built up by a skilled advisory staff, the amount of certainty to be gained from testing is shown to be painfully limited. That debate is outside the book's scope, but the problem of inadequate tests is not, and the omission to deal with it is a missed opportunity.

Nevertheless, Dr Glipps and her colleagues have deftly exposed educational realities at classroom and I.e.s. level. They do not condemn, but they leave some feeling distinctly foolish. Their central message is that teachers welcome testing, have a genuine need for it to be done well, and are entitled to a much better response from I.e.s.s. about policy, choice of test, use of results and, above all, in-service education about the technicalities of testing. The mixed motives and conflicting but quite legitimate interests illustrated in my fable above are obviously quite common.

*Testing Children* is a short and straightforward book, written for teachers rather than researchers, backed by political alertness and skilful project design. It is full of useful insights, and its closing chapter on Issues and Practical Advice (a rare title in research writing) is directed, in some instances, at test designers, at I.e.s.s. and at schools in turn. It is a very comment on the Great Debate that there should apparently be so much testing of so many, done so ineptly and to so little purpose. If we in the I.e.s.s. had done our part of the testing job even half so well and so clearly as Dr Glipps and her colleagues have done theirs, we should not now stand so defenceless before their gentle lash.

*Testing Children - Standardized Testing in I.e.s.s. and Schools*, by Caroline Glipps, Stephen Steadman, Tessa Blackstone and Barry Slierer. It is published this week by Heinemann Educational. £14.50. John Pearce is a senior I.e.s. inspector.

"the notion that selection is unacceptable in education is dangerous and naive; life is like that."

Greater emphasis on the needs of employers does not meet with universal acclaim either, especially among those who worry about "narrow vocationalism". Ben Kerman, on the other hand, points to the very narrow vocational preparation for universities the old grammar school curriculum represented.

As with the other *bête noir*, mixed ability teaching, the CSCS response to such controversy is that discussion is required at a far more sophisticated level about pupils' real and total needs and that it should be based on the practicalities of what is and what can be achieved.

Frank Stoner says, for instance, that mixed ability is an absolute fundamental part of comprehensive education but that does not mean mixed ability for all teaching, all the time.

"Ideas about traditional class grouping, and rigid sets and streams, fail to understand how far we have got beyond that," adds Ben Kerwood. The challenge for CSCS is to get the majority of schools "to understand how far we have got beyond that."

Summing up at the end of this year's annual conference, George Walker saw the CSCS as a focus, focusing examples of good practice into "coherent beams of light that will illuminate the path ahead, encourage the hesitant and dazzle the critic."

That may sound ambitious, but there is a clear need for someone or thing to rally the comprehensive troops, demoralized by constant setbacks. That is the sort of practical leadership the CSCS seems to offer.

## When an inspector calls

Susan Thomas meets two teachers learning to cope with visitors from Egon Ronay rather than the DES

I was still on crudités and Perrier water when the Darlington business man at the next table set down his coffee cup, touched his serviette to his lips and pushed back his chair. "Most impressive thing about this place," he said, surveying the small, plush dining room, the Dutch masters, the French impressionists "is the way it's even improved since they opened."

"Mind," said his wife, "we take our food seriously. If I tell you we've come here for lunch instead of going out for the day, you can tell how good we think it is. Are you," she asked, "from Egon Ronay?"

They're like that in Yorkshire. Friendly, informative, inquisitive. And they take a keen interest in the affairs of the Bishop's House Restaurant. Already it rates nice comments and little crossed knives and forks in the major good guides. And the regulars, local gourmets and expense accountants alike, are looking for a Michelin star at the very least, this season.

"We've come a long way in the three years since we gave up teaching art," John Lee agrees. Even so, there's still a suspicion of staffroom droop to his jacket, a hint of chalk dust in his hair.

He's right. Monday to Friday - grade figures and FT index permitting - the restaurant is electric with the buzz of megadollar deals in the making, and at weekends the tables are booked solid by avid Yorkshire eaters. The turnover has doubled and Anne Lee has joined that select band of women chefs who merit a mention by Ronay.

"We've learnt a thing or two, mind," he says, keeping things in perspective. "The greatest surprise was this new view of the commercial realities of life... the men who come here are selling for export... worried sick by the latest trade figures. You know if their next deal comes off they'll be back to celebrate - if not that's one empty table at lunch time. It's that direct."

"When you teach, your cheque arrives each month - it has no relation to the work you do or how well you do it. In this job, you become acutely aware of exactly what is happening in the economy."

Then there are the human oddities of catering. Food inspectors are instantly recognizable... invariably dine alone and drink Perrier water... businessmen, even the quiet ones, need background music to ensure privacy... and the only thing noisier than the Post Office ladies' Christmas bling is the Fleet Street contingent in a bye-election.

"That was really exciting... they were in here most days, up and down like yo-yos... seeing who'd said what or phoning in stories. Got too much for Anne one night... came steaming out of the kitchen. This isn't one of your Fleet Street bistros," she says in her best school marm voice. "You can't just come and go as you like."

"Don't know what came over me," says Anne, blushing at the memory.

But you can't wipe out a lifetime at the chalk face in a moment. They get immense satisfaction from being able to take on unemployed school-leavers. "There's really no work at all for them in Darlington. But I'm always surprised when the girls leaving for catering college thank us for teaching them," says Anne, suddenly wreathed in smiles. "We don't intend to - it's a habit I suppose."

Between them they notched up 37 years in education, John with the lion's share. Latterly they taught together at Stansby Secondary School where John was head of art as well as a senior examiner with the Northern CSE board. They were never reluctant teachers. They enjoyed it all - the teaching - the contact with the kids - the admin - as John says, "we both felt that schools were getting too large... that the effort needed to run the organization was probably not worth



adjusting and starting all over again. Not that their friends did well out of this.

"No - these were serious testing sessions, nothing social about them at all," says John. "By the way, I hope you notice our dedication to balance... none of this blind ideological attachment to the ayatollahs of the *nouvelle cuisine*."

Anne did no special catering courses in preparation for her new life. She had, she says, a very good teacher for O level "You learn quickly and then we started with 14 places, more like a large dinner party, and worked up to 30."

It is a tough life. A 16-hour working day which starts at six with breadbaking and ends after midnight with beer and Benny Goodman. John usually paints during the brief afternoon respite. Anne browses through recipes.

"We change the menu completely every six weeks, so there is some excuse, but really it's a passion. Sometimes I feel like an addict out of control." Even the daily jog is part of the programme. "I'm working on my stamina. Paul Bousse, the French chef, reckons women lack the stamina to make great chefs."

This competitiveness is the mark of the artist, says John. "If you're not competitive you're not an artist. Cooking, painting, it's all the same. Lots of the great French chefs are also exhibiting painters. Always it's the next creation that's going to be the best."

Just occasionally they relax. "I'm still painting," says John, indicating the 17 impressionist, still lifes, Dutch masters, which cover the walls. "I'm eclectic," he beams cheerfully, twin images of a watery pseudo-Seurat reflected in his horn rims. "After all people don't want to be surrounded by a single school of painting."

Savouring my egg poached in cream and crabmeat, and munching tender veal slices, floated on wine-cream sea and topped with jewel bright currants, I admired first one art form and then the other.

He does a nice line in canapés, mine host. Golden barges plunge through choppy waters, clouds scud over wintry skies - all life and movement. And I thought, as I toyed with an exquisite blend of cream and ratatouille, that perhaps the diners would be well advised not to gaze too long at the groasy, rolling, heaving swell if they hope to enjoy Anne's richer creations to the full.

"We felt schools were getting too large... putting everybody under intolerable pressures"

Once a teacher...



# THE IMPORTANCE OF THE PAST

Robert Fox on the folly of sacrificing medieval studies on the altar of "relevance"



Umberto Eco.

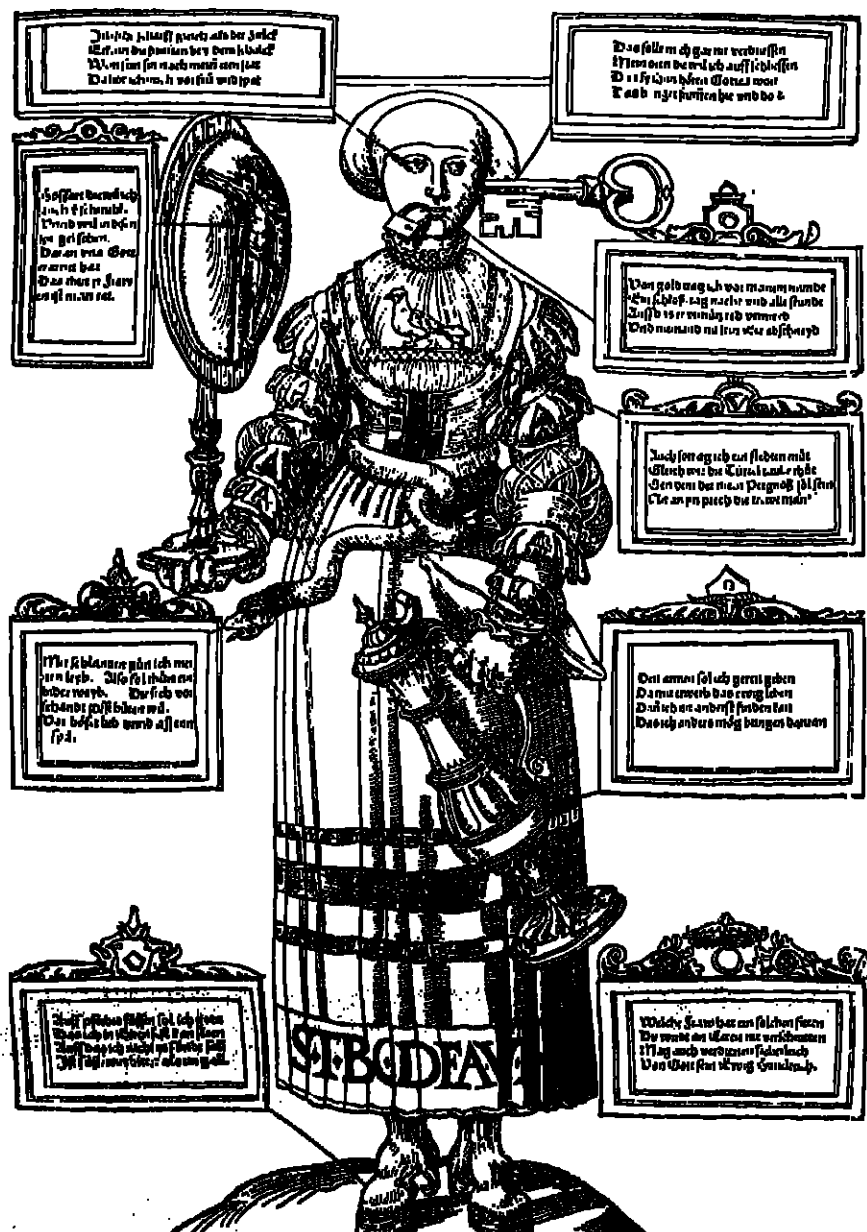
The Name of the Rose. By Umberto Eco. Translated by William Weaver. Secker and Warburg £8.95. 0 436 14889 6.

These are good times for the popular appreciation of medieval history but bad times for its serious academic study. Studies of the European Middle Ages are reaching increasingly wider audiences through such best-sellers as Barbara Tuchman's *A Distant Mirror*, Le Roy Ladurie's *Montaignou* and Marina Warner's *Joan of Arc*, and now with the appearance of Umberto Eco's novel, *The Name of the Rose*, we have the most exciting recreation of fourteenth-century Europe in modern fiction. Yet in schools and universities "medieval studies" are showing every sign of entering a dark age.

Many schools still teaching the experiments of the Tudors and Stuarts at the backbones of their English constitutional course ring down the historiographic curtain at 1485. "It is a matter of great regret that we cannot teach more of the middle ages," one history master told me, "but we do find a certain amount of consumer resistance." A headmaster of a comprehensive in the West Country confessed that nearly everything had to be sacrificed on the altar of "relevance", and so his courses concentrated heavily on the broad sweep of European and British history up to and including the Cold War. Materials and techniques are given priority, with the historiography of Black or Butterfield given precedence over Marx and Machiavelli. In some of the older independent schools the middle ages still maintain a presence: one girls' school in London imaginatively gives time to the study of medieval and renaissance Burgundy as an introduction to both sixteenth century European and English history.

Doubtless this would be seen as romantically old-fashioned by many history departments in the nation's universities, where lectureships and teaching posts for medieval studies are being wiped out on a Black Death scale. It is even rumoured that Oxford's principal medieval history chair is to be "lapsed" in the next round of cuts. Such gestures towards the Thatcherite political economy are not so much vandalism as folly. To try to teach Tudor and Stuart history without a backward glance to some of the medieval experiments with parliament, Magna Carta, Henry IV's Coronation Oath, and the Yorkist Household, is to give a distorted picture. The erasmianism of the Reformation and Enlightenment is thrown into sharp relief with at least some knowledge of the church state controversies of the Middle Ages.

As a jobbing journalist I have found medieval history both a constant joy and a frequently useful tool. Working in southern Italy and Sicily I would have found it virtually impossible to untangle the problems of organized crime, land tenure and local government and patronage without a glance at their medieval origins. Many of the little towns stuck like umbilics on the ridges of clay in southern Basilicata are essentially those of nearly a thousand years ago, conditioned by the fact that feudalism here had no vill, or manor, as its core, and the communities have been subjected for centuries to the arms and laws of Arabs, Byzantines, Normans, Angevins and Bourbons. Mafia still betrays its origins in rural secret societies, with its emphasis on codes of silence, the vendetta, the transmission of vital information by word rather than writing. All this gives it a peculiar potency in the world of massive compu-



The Ideal Woman, well defended against the encroachments of immortality; a German caricature

ter fraud and the drugs and arms trade which embraces the entire modern world.

Yet the decline in study of the medieval world is matched by a boom in popular taste for it. Umberto Eco's new novel, *The Name of the Rose*, is now well on the way to selling five million copies in Europe and America. The success has astonished the author himself, who shrugs and says resignedly, "It has now taken over my life and I spend three quarters of the time I should be devoting to my philosophical studies on answering questions about the book." Signor Eco is an expert on Joyce and Svevo and teaches semiotics at Bologna. His first love is the Middle Ages, and his postgraduate thesis was on medieval aesthetics. His novel is set in a Cistercian monastery in Piedmont in 1327, a setting which allows him to recreate many of the principal tensions and anxieties, philosophical, spiritual and political of the late middle ages.

The plot is that of a detective story. The hero is William of Baskerville, an English Franciscan and pupil of William of Occam and Roger Bacon, whose new-fangled lenses (spectacles) he employs in his researches into the mystery of the murders of seven monks in the monastery. William also chews a hallucinogenic weed, a habit learned from the Arab world. Signor Eco says he regrets making the Sherlock Holmes parallel so obvious and critics have dwelt too much on it. But he points out the similarity between Holmes' methods, a subject of great interest to contemporary philosophers, and those of the nominalists such as Occam: it's in his pastiche of the words and thoughts of people like Occam and Marsilius, of the visionaries of the Apocalypse preached by the Spiritual Franciscans and the exposition of the *raison d'être* of the Inquisition by such as Archbishop Bernard Gui, that Eco is at his very best.

Many critics seem to have missed the fact that the book is a maze based on language. The key to the monastic murders lies in a volume concealed in the interior labyrinth of the library, whose leaves contain a venom lethal to all who touch and whose words bear a message equally destructive to the structure and authority of the ecclesiastical world itself. Plot and dialogue revolve round language

and debate from the dialectic, the "Sic et Non" of Abelard to the nominalism of Occam (his "razor").

In a curious way these themes in the book have begun to have a life of their own. There is a seemingly abstruse debate about laughter. Did Christ laugh, and if so was it part of his divinity or humanity? There are more irrational themes of the preaching of the impending Apocalypse, the Third Age of Grace, the accession of the Angelic Pope and the reign of Antichrist, the division of history according to Joachim of Fiore and Umberto of Casale. Eco knits these two themes together and sees their continuity into our own age. The clue to the debate about laughter is a missing section of Aristotle's Poetics dealing with Comedy; as catharsis is to Tragedy so laughter is to Comedy. In the trial scene of the novel the demolition of absurdity. (A few months ago he learned that an Oxford don now thinks he has discovered a version of the missing part of the Poetics: in January Richard Janko's *Aristotle on Comedy*, the *Second Book of the Poetics* will be published by Duckworth.)

The most popular modern study of fourteenth century Europe hitherto, Barbara Tuchman's *A Distant Mirror*, handles these political and philosophical matters as crudely as Eco's method is delicate. Tuchman's book is ostensibly a study of the life and times of the golden age of the school of historiography with hands of researchers scouring library shelves for secondary sources and translated chronicles and epistolary sources, offal and scrag ends of these into a giant stew. In this account events and personalities are either too dreadful to contemplate or wonderfully luminous; a Walt Disney animated cartoon of the Chiny Tapestry or the Tres Riches Heures of the Duc de Berry.

Ms Tuchman says there was no slavery at the time, and, perhaps protected by the feudal obligations of their masters, quite probably there were millions of slaves in Western Europe alone, though the chronicles may have refrained from calling them "servus". Edward III is a short-tempered adolescent ranting of little political skill. Today he might indeed be deemed worthy of the

analyst's couch, but despite the rape of the Countess of Salisbury he remains one of the most powerful of the Plantagenets, a successful general and legislator who introduced new ranks of chivalry and the system of Justices of the Peace, both of which have left their mark on England. Generalities and analogies are rammed together across centuries and crude methodology is matched by crudity of language. On the same page we encounter the "fatal battle of Crecy" (what battle was ever not "fatal?") and the Black Death as "the great holocaust about to overtake Europe". It could be argued that it was lack of incineration that permitted the plague to spread with such speed.

Other popular works with narrower focus are more worthy of their fame. In this the heretics, the critical outsiders of medieval society, come out strongly. Marina Warner's *Joan of Arc* asks new and highly original questions of familiar source material, particularly on the question of Joan's sexuality, and contemporary views of it. Carlo Ginzburg's *The Cheese and the Worms* shows how extraordinary heretodox views on the creation of the universe were transmitted to a semi-literate miller in sixteenth century Friuli. But pride of place must go to Le Roy Ladurie's study of catharist heresy in a Pyrenean village, *Montaignou*. This indicates the extent to which such small societies were free from an obsession with feudal ties and obligations to local lord and bishop.

In many respects *The Name of the Rose* is the perfect fictional compliment to *Montaignou*. The inquisition at Carcassonne and Pamiers was carried out by Jean Fournier, later Pope Benedict XII, which led to the condemnation of the villagers of Montaignou for heresy. His contemporary was Bernard Gui, the most powerful historical figure who takes part in the action of the plot of *The Name of the Rose*. Gui laid down the rules for Inquisition in a manual which was probably used by Fournier, and yet the issues of torture and justice are given a more interesting gloss in Eco's novel than the purely historical study by Ladurie. In the trial scene of the novel Gui expounds his views on torture, how the physical act should be the province of the civil authority and how anticipation of torture can be worse for a prisoner than the deed itself, what modern psychologists would call making a witness "suggestible" so he will confess offences either real or imaginary. The problem with almost any medieval judicial deposition as historical evidence is to discover how much was extracted under duress and torture, a question Umberto Eco confronts with vigour.

When he discusses the similarity between millenarian movements of thirteenth and fourteenth century southern Europe, Eco's views have a powerful contemporary ring. One of the principal background events to his novel is the revolt of the anarchic Apostolic Brethren under the renegade Franciscan Fra Dolcino, who was burnt in 1307. The comparison between Fra Dolcino's anarchic brothers and sisters and the Red Brigades might have seemed trite, but Eco makes his argument elegantly and unpretentiously. "They are both part of the millenarian tradition," he told me recently, "very much the kind of thing that Norman Cohn wrote about in *The Pursuit of the Millennium*."

Both the Red Brigades and Fra Dolcino's brethren preached the destruction of order, and their aim was to promote this kind of Apocalypse. As part of the Gnostic tradition both believed they were the elect. Both movements tended to fragment, and this allowed them to be penetrated by the authorities. Even in the action of confession there is a parallel. Many hundreds of Brigatist confessed, became "penitents", and this is a deeply Catholic act. "Italy's terrorists were mostly Catholic in education and background," he suggested, a fact of which the Catholic Church hates to be reminded. Later the Spiritual Franciscans who fuelled the followers of their version of the flagellant Fraticelli were turned to more rational studies and the empirical science in the tradition of Roger Bacon. So too Professor Eco notices his students at Bologna today are turning to serious study of history, the classics and the natural and applied sciences.

In the instruction of his pupils Umberto Eco, a lively and witty man, sees himself as a contemporary Abelard or Occam. As we parted he left me with the thought which lies at the heart of his extraordinarily accessible masterpiece: "Do you know," he said "that man is the only creature who can rationally contemplate his death and only instinctively fear it. Angels live forever and I don't think they laugh." A medieval thought particularly suited to our modern world.

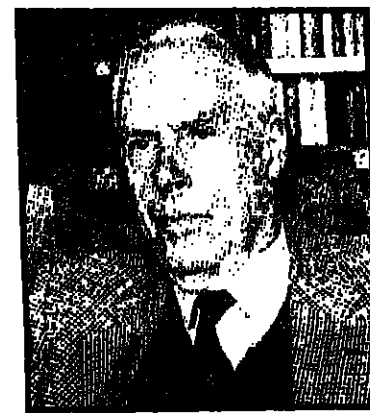
Robert Fox covered the Falklands war for BBC radio and is now working on a historical study of the peoples of the Mediterranean.

## Keeping up with the Rushdies

Robin Buss on television book programmes



Solitary mister...



... structural, not structuralist

where "ordinary readers" are asked to recommend their favourite writer. These tend to be of a kind unlikely to figure in part one: they write jolly good stories and create characters just like the people next door. Nobody goes out to buy their books without a feeling of guilt at not having read the Rushdies and Amises of the first half. The structure of the programme is patronizing, let alone the content.

"And when I say structural, I mean almost exactly the opposite of structuralist," said Hilary Spurling, making what I felt was an over-obvious bid for Pseud's Corner in the *Arena* programme on Anthony Powell (BBC2 November 9). That "almost" gives it away - the real pseud is more subtle. But *Arena* did its best to help by repeating, with the same commentary, a sequence showing Powell striding through the undergrowth towards some evocative ruins. Biography and profile are something else that television clearly thinks it does well: in case of literary biographies, I'm not so sure. The programme on Powell made an attempt to illustrate the context of his novels through interviews with the writer, critical comments by Kingsley Amis (again) and others, and some nifty intercutting of Powell reading extracts from *A Dance to the Music of Time* with James Fox playing Nicholas Jenkins in the same scenes. It would probably have convinced a non-reader that Powell's novels that he knew enough about them to hold his own in conversation, while an enthusiast for the books would have learned very

little. He might even have felt that in some way his relationship with the work had been enriched. This is the trouble with reading: it is a very intimate pursuit and television is a public medium. Radio is rather more successful in capturing the necessary person-to-person rapport that makes you feel you have started to read the books it recommends and would like to go on. Radio 4's *Bookshelf*, introduced by Hunter Davies, does affect a slightly facetious tone and its quotes from the *Liste Letters* (October 23) were ridiculously truncated, but made me determine to look at Brigid Boland's compilation from them.

The programme manages its magazine format better than its television rivals, with brief reviews, discussions and an enjoyable spot on language. The response to its competition for readers' ghost stories (1300 entries) indicated an enthusiastic following. Radio was Dylan Thomas's medium, but it is television that has celebrated the thirtieth anniversary of his death. The wild Welsh boy more or less solved the producer's dilemma of "what can we do about Dylan?" by playing the role of drunken poet to his last gasp - that is, until Cailin comes along and destroys the illusion by saying, "he was just Mr Everyman until he put on the act of being the poet, or when he was writing poetry". BBC2's *Sing to You Strangers* was a predictable mixture of quotes and anecdotes, supplemented by some homespun psychologizing about why he was like that. "He just did everything he bloody wanted to," said

Cailin, bringing us back to earth. They tried again the next night (November 11) with *A Solitary Mister*, sitting around a bonfire in Laugharne on that heron-priested shore and doing hammy readings from the collected works, with William Ingrams acting in the spirit of Thomas supposedly lamenting the exploitation of his fame for the delight of American tourists: the man himself would surely have been at the door of the bouthouse working the till.

Finally, on the same evening (*Left-Over Wife*), they gave in and left the last word to Cailin who had known him all too well. She was clearheaded and honest, but time had done its work. Day-long bouts of self-indulgent alcoholic stupor had become *The Drinking and this, with The Infidelities, The Money* (or the lack of it) and *The Poetry*, made up their lives. "I could never regret marrying Dylan," she claimed, being for once *The Widow*. There are times when it is enough to have survived.

When Thomas died, it was the first I heard of him: the *Daily Express* obituary condemned him for obscurity and I invested my pocket money in *Danish and Entrances* in the belief that anything the *Express* didn't like could not be all bad. If television programmes want to encourage people to read books, perhaps they are going the wrong way about it. Frank Delaney (BBC2, October 24) fawned over Jorge Luis Borges while the studio audience giggled at each of the Great Man's remarks as if afraid of seeming to miss the point. Hermione Lee and Peter Porter (*Book Four*, November 13) enthused about James Fenton: "a sense of the reality of the world as it is today". A month or so watching this kind of programme, and you begin to wonder how much they really care.

In France, where they do such things differently, I once saw Vladimir Volkoff reminding a fellow guest on a televised literary discussion that there were laws against libel and implying that he might use them. That, too, may not sell books or have much to do with literature. But literature, as Borges remarked, is a game which you should play at seriously. If so, it is one game television has not quite got the hang of yet. Perhaps they might start by getting rid of all those comfy chairs.

## Small groups, big ambitions

Andrew Pegg previews the Schools Prom



String players from St Olave's School

It could only be the Schools Prom: Gary Kemp (the world's greatest double bass player), Stan Tracey, Kenny Clare, John Wallace (the world's greatest Royal Wedding trumpeter), Alan Ben-Tovim, Anthony Hopkins, the Jangle Band, the Hunka Trio, North Yorkshire EASY Band, Actual Proof, Kinorch Waits and Rudki - to name but a few.

Uniformity is not a notable feature of the annual Albert Hall jamboree, though it goes without saying that consistency of standard is. The ninth Schools Proms will take place next Monday, Tuesday and Wednesday (November 21, 22 and 23), presented jointly by two of music's best-known musicians - Alan Ben-Tovim and Anthony Hopkins, Rudki is not an American pop star, but a national dance and song ensemble from Rzeszow in South Poland, specially invited for the occasion. It will appear on all three evenings.

The Kinorch Waits, on the other hand, are scheduled for the Wednesday evening only, when they will perform a selection of Renaissance songs and dances on cornmouths, schrympelien, coramuses, and a copy of a shaven of unique design, the *Harlequin*. Also on the programme is the East European concert, the *Harlequin*, Youth Orchestra (conducted by Adrian Brown) playing the *Harlequin* from Stravinsky's *Firebird* and a trumpet concerto by the American composer, Alexander Aramov. Rarely, if ever, heard in this country, it has apparently been performed in the Soviet Union by the

first trumpet of the Bolshoi Theatre Orchestra, Timofey Dokshitzer.

Stonleigh and Kinorch, but 19 strangers to the Schools Proms, are appearing for the first time this year - a higher proportion than in the past. Amongst those to be the above-mentioned Jangle Band, whose sonorous name belies the sweetly evocative sounds that it produces. Its eight members, from the Lister Lane Special School in Bradford, not only play and arrange their own music, but also build and adapt their own instruments. It would be hard to find a more unusual arrangement of the *Adagio* from Rodrigo's *Concierto de Aranjuez*. More conventional but no less ambitious will be the *Waltz* from the

Orchestra's contribution: the *Shifonetta* by Kenneth Platts - a work specially commissioned by the orchestra and first performed at the National Festival in July. Nether Stowe School is something of a "David" among the "Goliaths" of the county youth orchestras (from Warwickshire, Oxfordshire and Hampshire this year), but even so, its 60-strong complement will inevitably dwarf the three tiny protagonists of the Hunka Trio - not only one of the smallest, but one of the youngest groups to appear. Rest assured, however, that the focus and incisiveness of their playing will knock out the Monday audience as surely as the pebble from David's sling.

One of the most endearing qualities of the Schools Proms is the way in which the young musicians, though they

degree of understatement with which they often express their musical commitment. For proof enough, listen to the choir of Walsley Middle School on Wednesday evening singing Jerome Kern's *Just the way you look tonight*.

The Walsh choir could teach some of the more high energy jazz bands a thing or two about restraint, though to be fair, technical and musical sophistication in this area is advancing apace, and there will be no danger of the bands from Doncaster, North Yorkshire and the Midlands not matching that of the Toledo ingenuity of Stan Tracey, Kenny Clare and Art Themen in such numbers as Tracey's *Afro Charlie meets the White Rabbit*.

Wind bands, with the exception of Derbyshire County Youth Band, are inexplicably conspicuous by their absence, while brass bands have some what unlikely representation from the Guildhall School of Music in London, as well as from more traditional areas such as Rochdale, (Wardle High School), Wakefield and Cornwall. Recorder groups, too, are less numerous than in previous years, though on the evidence of Grangetown Primary School's playing (Monday evening), it would hardly be surprising if most other recorder groups gave up the unequal struggle.

The Schools Prom is sponsored by Commercial Union Assurance, The Rank Organisation and The Times Educational Supplement, and presented by Music for Youth, a non-profit-making company with charitable status, in which the sponsors are joined by the Association of Music

## Poems in public

With a small grant from the London Poetry Secretariat and a huge fond of enthusiasm and commitment, Michael March has, for the fourth consecutive year, succeeded in organizing an impressive programme of international poetry readings in the metropolis.

In previous years the readings were at Koats House; this year they are taking place at the Arts Theatre in Covent Garden on Sunday evenings. It's not the best night of the week for getting people to turn out in large numbers but the stalls were very nearly full for the most recent of the series, a German evening on November 6.

It featured Günter Kunert and Ernst Blenck, whose work was presented in translation by English readers and in German by the poets themselves. Both writers were born in what is now the DDR: Kunert in 1929, Blenck in 1930. In 1951, while he was studying with Brecht at the Berliner Ensemble, Blenck was arrested on a political charge and sentenced to 25 years in the prison camp of Vorkuta in Russia before being freed by an amnesty and settling in West Germany. The experience gave rise to poems of power and oppression. When some of these were read at the Arts Theatre the quality of the silence and applause made it clear that I was not alone in finding them very moving.

Since 1979 Kunert, too, has lived in West Germany. Many of the spare, Brechtian poems of his early years were set in the city of Berlin. Recently he has been writing about "the flight from concrete" and the countryside. However, the poem of his I found most memorable refers to an internal exile, the world of sleep. "Schlaf" has been translated into English by Michael Hamburger, who, after the interval, gave a well-received reading from his own work.

At the next Covent Garden reading, on Sunday November 20, Marin Sorescu, on Romania will appear with the Palestinian poet Mahmoud Darwish, winner of this year's Lenin Peace Prize. Darwish was in Beirut when Israel invaded the Lebanon and will be reading some of the poems he wrote at that time.

On December 11 there will be a rare opportunity for Londoners to see and hear R.S. Thomas read his poems. This is only the second occasion on which Thomas, now aged 70, has agreed to give a reading outside Wales. He is paired with another septuagenarian, the Norwegian poet Olav Hauge.

There are two other forthcoming readings in London which promise to be interesting. Fleur Adcock, Gavin Ewart, Edwin Morgan, Kathleen Raine and D.M. Thomas are among the contributors scheduled to read at the Barbican on December 1 to launch "Wales: a celebration". This anthology of work by 250 writers and visual artists of the past and present is being published jointly by Hutchinson and Little Brown, Boston. All earnings from the book will go to the Greenpeace Save the Whale campaign. At the Young Vic on the afternoon of Saturday December 3 there will be a "poetry celebration" of and for the poet and broadcaster Frances Horowitz, who died of cancer in October at the age of 45. As well as readings by a large number of writers, including Robert Gittings, Harold Pinter and Anne Stevenson, there will be a chance to see David Heycock's film, originally made for television, of Frances working as visiting poet at Frammersham School.

Wendy Cope

Box offices: Arts Theatre 01-836 3334, Barbican 01-628 8795, Young Vic: 01-828 6363.

The National Theatre's "platform performances" over the next few weeks include a number which will be of interest to poetry enthusiasts. On November 29 and 30 Robert Stephens will read Oscar Wilde's *Ballad of Reading Gaol*; the performances of November 25, 28, December 2 and January 10 are devoted to a portrayal of William Wordsworth; John Donne is the subject on December 5, 6, 7 and January 3; and Ted Hughes's works are read by Barrie Rutter on January 21, 28, 30, 31.



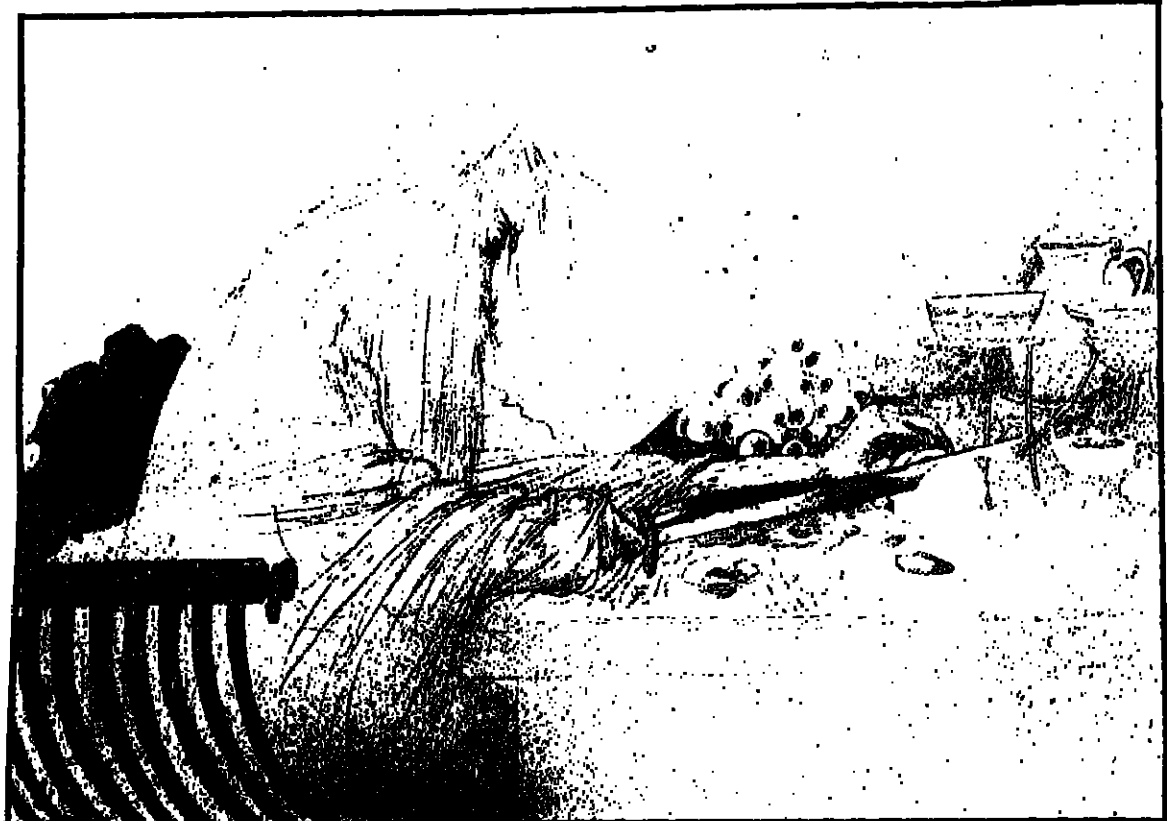
## ARTS

## Genius turns zany

Don't Tell Leonardo.  
Channel 4, November 9.

It needs a cartoonist of a virile, pugnacious sort, to pierce through the over-familiarity that surrounds Leonardo. Undaunted by the existing scholarship, Ralph Steadman has re-created the story of Leonardo's life in a series of virtuoso drawings. Not until these were under way did he have the idea of adding a text. In this he successfully (on the whole) merges his own prose with passages lifted from Leonardo's notebooks. The result, published as *Leonardo* (Jonathan Cape £9.95), is a curious hybrid in which genius turns zany. Channel 4's documentary, directed by Michael Dibb, traced the evolution of this book, as well as Steadman's recreation of *The Last Supper* in egg tempera on his bedroom wall.

Steadman himself came across as bluff and somewhat heavy-handed in his jokes and ideas. (Drawing a large cup and saucer in front of Christ, he rechristened his copy of the famous fresco *The Last Cuppa*.) He appeared to have no feeling at all for paint, but when he picked up pen and coloured inks he revealed a passion for making things happen. He works in a frenzy, scratching, splattering, spraying and



smudging the ink into position, allowing unexpected or arbitrary effects to play a part in the final design. A cross between Gerald Scarfe and Ronald Searle, his style of drawing often borders on the grotesque. It allows him to express something of Leonardo's bitter pessimism with regard to "the dark landscape of humanity". He also contrives to make each drawing rich in narrative detail, artfully attracting the eye across and round the page and, imaginatively, down plunging perspec-

tives. In the documentary, their drama was still further increased by the camera which, moving slowly, revealed the content of each illustration gradually. The cartoonist clearly identifies with Leonardo's outsider position. He satirizes the official scholars who listen bemused to Leonardo. Elsewhere he portrays the avaricious cunning of Florentine bankers, the blood-curdling aggression of Cesare Borgia and the ravings of Savonarola. These well

suit Steadman's love of exaggeration; but with Leonardo all that he can do is to suggest a foppish eccentric, a maker of Heath-Robinson-like contraptions. It is left to the text to hint at the enormous range of his mind. Failing to deny the parasitic nature of his task. But few parasites are as entertaining as this, performing, as Steadman does, with exuberant, wicked glee.

Frances Spalding

## Reith rampant

Reith. By Roger Milner.  
BBC1, November 14 and 15.

"No farewell ceremony. I walked out as quietly as I had walked in. The first director of the British Broadcasting Corporation - John Charles Reith - died on November 14 and 15. Thus, starkly and in character, Roger Milner allowed the great Reith to write his epitaph to his own career with the BBC which, as far as the public is concerned, is the only important part of his life. The BBC was Reith's life and his obsession and not the other way round. The combined skills of Milner and producer Innes Lloyd was that they allowed the obsession to rage while injecting just enough of human frailty. Reith was 53 years old when he joined the British Broadcasting Company as its general manager in 1922. He had behind him a wartime career and executive experience in the engineering industry. He was a good choice for a company whose aim was to produce broadcast programmes which would entice the public to buy his company's "wireless sets", but there were plenty of people around who would have fitted the bill equally well: one is tempted to believe however that a destiny, such as John Reith himself believed in so profoundly, decreed that the job should go to a man who could grasp immediately the world-shattering implications of the new medium. "This is the most powerful weapon in the world and it is in my hands." What he did with the BBC Broadcasting Company is history. It turned it into the BBC (still the epitome of public service broadcasting) he fought for its independence from government control, winning the most important battle when he defied Churchill's attempt to commandeer it during the general strike in 1926. By the time he resigned in 1938 (a grim, disillusioned man) the BBC was an immaculately geared machine ready to take on its wartime role as the voice of the free world. It emerged from the war with its independence unassailable, its prestige immense, and its Reithian principles intact for a while longer. But then the original architect had retreated into a boisterous tower of gloom and disapproval and frustration.

The two part dramatic documentary did not reach as far as that. Wisely it stopped with Reith's departure from Portland Place. Roger Milner had a mountain of archival and diary material to work from, and he elected to take the stark narrative storyline of Reith's BBC years as demonstrate his historic progress from managing director of a small company to the director generalship of the monolithic BBC. Into it he interwove Reith's brief period as a soldier in the trenches, inviting us to compare the bullet wound in the face with the much harder wound to the ego by the cavalier acceptance of his resignation by the board of governors. It was a daring technique which worked because of smooth rhythmic direction by Kenneth Ives and superb casting of small parts which, apart from Reith himself and his wife, were contributory cameos. Having myself experienced the television producer's passion to avoid the obvious I can imagine that Innes Lloyd must have thought hard before casting Tom Fleming in the lead. But what a loss it would have been if he had gone elsewhere. Fleming brought to the part the intelligence and the Scottish stage screen all too rarely. He dominated every scene as Reith dominated the BBC and, at the same time, allowed occasional glimpses of the human romantic. "Home on leave. One of Reith's splendid fantasies come true. Turning up at church from war and to the ring of spurs."

Finlay J Macdonald

## Next week

Betty Tadmor and Michael Clarke in the Raoul Dufy exhibition at the Hayward Gallery. Tim O'Keefe on the biography of Colin MacInnes. Caroline

## Following the guide

The New Pelican Guide to English Literature. Volume 8: The Present.  
Edited by Boris Ford.  
Penguin £3.95. 0 1402 22715

This volume brings Penguin's "Guide" to the present day, and follows the established format, offering a sketch of the social and historical background as well as an analysis of the "major" literary figures of the period. While there are valuable insights scattered throughout, as well as some very fine contributions, the volume as a whole is curiously unsatisfactory, and for a very specific, and very important, reason.

The problem is largely one of bias, and it is exacerbated by the fact that the literary readership will include a large proportion of senior pupils in English in schools, and that of literary studies in the universities, is an invidious widening one. This book is available to alleviate the confusions sensibly generated by the differing assumptions informing each. Those which inform the *Guide* are quite explicit. Arnold and Leavis are the guiding figures here, and the reader could be forgiven for leaving the book with the distinct impression

that the novel and poetry attain eminence only in so far as they imitate the work of D H Lawrence and T S Eliot respectively, and that seldom. The contributors are all male, with the exception of the compiler of the appendix, and many have some affiliation with Cambridge.

Broadly, traditional and conservative values are singled out for praise, and those who have shaken the status quo admitted only when not to do so would invite ridicule, as in the case of Beckett, although Pinter merits no entry. "Realism" is the favoured mode in both prose and poetry, preferably accompanied by moral seriousness. It is indicative that, given the entire sweep of European literature from which to choose his exemplars, Gilbert Phelps selects Pasternak's *Dr Zhivago* and Solzhenitsyn's *Cancer Ward*.

While any work which ranges so widely is necessarily highly selective, this bias throws up odd choices. R S Thomas, for example, merits half an essay, over equally deserving subjects, apparently on the basis of his Christian values, while an avowedly left-wing writer of the substance of John Berger is not even listed in the appendix. At its worst, as in the denunciation of Orwell, it abandons any claim to scholarly objectivity. Other exclusions are harder to explain; Scottish writing,

for example, is largely ignored, although room is found for Welsh, Irish, Indian and African.

The effect of all this is ultimately a damaging one, all the more so since the values and assumptions are for the most part simply given. Only in the essays on criticism is any attempt made to assert them as positions consciously held in opposition to others. Precisely what is missing here is any real sense of the "present" as such; it is not necessary to subscribe to fashionable critical theories to recognize that the literature of the post-war period has raised serious aesthetic and intellectual issues which this book, in assuming largely unargued propositions, fails to acknowledge.

That such assumptions can no longer be assumed, but must be argued for and defended, is surely obvious in an age where the fundamentals of literary tradition have been rigorously questioned. The failure of the present volume to recognize the need to debate its positions leaves it open to accusations of partiality beyond the requirements imposed by its brief. Ultimately, it is too weighted to be recommendable as an objective guide, and insufficiently weighty to serve as a defence of the values it assumes.

K G Mathieson

## Out of the Ark

Art publishers now realize, paperbacks are the books which most "serious" readers, as well as jet-propelled travellers, buy. Routledge & Kegan Paul are the latest house to join in the stable game of bringing their £15.00 hardcovers down to a more manageable £4.95 (after the still necessary intervening year or two): their Ark edition makes its debut with an introduction by John Galsworthy.

John Galsworthy's *The Life of John Galsworthy* (£3.95) is perhaps the most significant title. Galsworthy's purpose is to explore the psychology of the artist whose lifelong obsession with suicide culminated in a leap from the roof of his literary epoch, a job which will presumably be done in due course by the inevitable queue of PhD readers as well as by the professional critics.

The life therefore holds its subject in a rather close-up, chronicling the joys, friendships, enmities, marriages, affairs, and (as important) earnings from managing director of a small company to the director generalship of the monolithic BBC. Into it he interwove Reith's brief period as a soldier in the trenches, inviting us to compare the bullet wound in the face with the much harder wound to the ego by the cavalier acceptance of his resignation by the board of governors. It was a daring technique which worked because of smooth rhythmic direction by Kenneth Ives and superb casting of small parts which, apart from Reith himself and his wife, were contributory cameos.

Having myself experienced the television producer's passion to avoid the obvious I can imagine that Innes Lloyd must have thought hard before casting Tom Fleming in the lead. But what a loss it would have been if he had gone elsewhere. Fleming brought to the part the intelligence and the Scottish stage screen all too rarely. He dominated every scene as Reith dominated the BBC and, at the same time, allowed occasional glimpses of the human romantic. "Home on leave. One of Reith's splendid fantasies come true. Turning up at church from war and to the ring of spurs."

Michael Church

Don't Tell Leonardo. Channel 4, November 9. The Great Code: The Bible and Literature. (£2.95) much praised in the *New York Times* (Nov. 24), *Daily Spectator* (Nov. 24), and *Financial Times* (Nov. 24). The *Elizabethan Age* (£2.95) by



Writers, painters and composers in Britain have always tended to draw inspiration from the landscape: Creative Landscapes of the British Isles, by Bernard Price (Ebury Press £12.95, to be published later this month) capitalizes delightfully on this fact. Above, "The Garden Enclosed," by David Jones.

## Well versed

The Oxford Book of English Traditional Verse. Edited by Frederick Woods. Oxford University Press £8.95. 19 21432 5.

Frederick Woods did a series of Radio 4 "Time for Verse" programmes last year in anticipation of this collection. It was surprising to a folk-song lover how well these ballads, lyrics, broadsides, and even unmitigated doggerels sounded simply as verse. The publication of the book confirms that they can read equally effectively, despite the current orthodoxy that a folksong is an inseparable fusion of words and tune. Mr Woods, obviously anticipating objections and regarding antipathetic as the best form of introduction such dicta as Professor Bronson's "When is a ballad not a ballad? When it has no tune" and Cecil Sharp's "The music and the text are one and indivisible". On the question of how far so-called "contemporary" folksongs can be regarded as part of the tradition, he is, I think,

convincing; when he says that objections are based "solely" on "failure to appreciate the true nature of traditional song", that "solely" is tendentious and inaccurate. But, pragmatically, his final selection of recent work in traditional style, which he calls "Tradition in the Making", is valuable, and generally well-chosen. (I thought I was surprised and sorry to find Bob Pegg's work unrepresented.)

Throughout, indeed, Mr Woods interprets "traditional" broadly enough to include work by such as John Galsworthy and Tommy Armstrong, the great pitman poet. There is plenty that is familiar, naturally; but much more that isn't. Mr Woods has ranged widely in search of material. The chief interest lies in those curiosities of popular verse where the smile is frozen on our faces by the genuine pathos and dignity which underlie the crudity, as in the wailing tale of "Mary Arnold the Female Monster", who blinded her child with "black beetles placed in

## The good life

Life as a Party. By Tina Brown.  
Andre Deutsch £6.95.

*The Tatler* is a magazine concerned with "society" in its exclusive sense. It chronicles upper-class social events, amid articles on property, travel, fashion and the arts. When Tina Brown took over its editorship in June 1979, the month that Mrs Thatcher moved into Downing Street, the magazine was in a moribund state. "As seen through the old *Tatler* most English parties seemed to be thrown at Madame Tussaud's," remarks the author, who, realizing that a social explosion had taken place in the 1960s, decided it was time to let everyone into the party. "From now on the editorial policy was to mix the Queen Mother with April Ashley - and make sure both of them had a good time."

Future social historians, assessing the veneer of the British upper classes during the early 1980s, will find in *The Tatler* evidence of rampant schizophrenia. On some pages the stiff upper lip is as notable as ever; but on others the flash-gun captures moments of manic frenzy, at fancy-dress parties where the upper classes, apparently oblivious of irony, go punk. In this period debts lost interest in hunt balls, inked their hair and flew to St Tropez to stay with Hollywood moguls. The former parochialism that made English upper-class life risible was replaced by an internationalism that had close links with the commercial world. It is not just that hairdressers, boutique owners and "Euro-trash" nowadays make up the jet set, but that the "deb's delight" might be a "High-Rent Henry" dealing with up-

market properties in a small area of London; and the parties they attend are often promoting something from jewellery, books and cars to Japanese cameras and Smirnoff.

One outcome of this new commercialism has been the creation of an ersatz society. This, as Tina Brown observes, parodies mainstream society: its Princess Margaret is the semi-pornographic novelist Molly Parkin, its Norman St John Stevas, the hairdresser Ricci Burns. This new star system no longer just provides colour, as it did in the 1960s, but has taken over, forming its own galaxy. "In the face of their exploding heat," writes the author, "aristocratic society shrinks inwards or goes up for sale."

In the old days even the photographers wore tails and had to seek permission before snapping a Royal. Nowadays the thrusting paparazzi besiege Monaco and oblige Princess Caroline to lead a life of retreat. Their photographs contribute to the illusion promoted by *The Tatler* and *Harper's and Queen* that "society" today is one great melting-pot, occasionally so hybrid as to be scorned by PR experts as "wall-to-wall nobody". But just as the Sloane Ranger seemed to be a dying breed, there appeared Lady Di, from a born-again generation of old-fashioned girls. Unlike her elders, who were reacting against the safety provided for them, she chose to play it safe and got her reward. The upper classes may have taken a back seat but, as Tina Brown admits, they haven't gone away, are still the shape "of smart, exclusive, well-mannered things to come".

Frances Spalding

## Country pieces

Landscape with Figures: An Anthology of Richard Jefferies's Prose. Chosen and Introduced by Richard Mabey.  
Penguin £1.95. 0 14 043146 2.

Jefferies was the first of the professional "country writers" and was, as he left a broad-and-butter writer, remarkably prolific. In a working life cut short by about 15 years, he produced 9 novels and 10 other books, mostly made up from his newspaper and magazine articles and sketches. Another 10 collections of his journalism appeared after his death.

Of course he repeated himself and contradicted himself, and of course his opinions and the way he expressed them were modified according to the audience he was writing for. Tory gentlemen, farmers, nostalgic city dwellers or shapers of public policy. Touchingly, the first item in this new selection is certainly not the author's final opinion, and is not even a paid effort, it's a letter to *The Times* in 1872 about the lives and characters of

Wiltshire labourers. Richard Mabey's craftily edited collection of samples of Jefferies, apart from a masterly introduction, offers insight into the mind of its subject, is woven together to show how many of our contemporary rural dilemmas were live issues in Victorian times, and how Jefferies handled them in the light of his readership.

It is a most impressive book and it reveals how Jefferies moved from an automatic conservatism to a growing sympathy with the lives and hard times of rural workers, and with the rural aspirations of town dwellers since bank holidays and cheap train travel had made country excursions possible. If you have been put off Jefferies through finding *Bevis* overlong, or *The Story of My Heart* too full of incoherent mysticism, here is the same author in a much more communicative mood, writing with great insight and sympathy about the everyday countryside. As a purchase it is certainly this year's best bargain.

Colin Ward

## THE BILINGUAL FAMILY

NEWSLETTER

Editor GEORGE SAUNDERS

This new quarterly publication is being started in response to requests from many of the readers of *George Saunders' Best Selling Book* "Bilingual Children: Guidance for the Family" (see below). SUBSCRIPTION FOR LIBRARIES £4.50

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George Saunders

276 Pages November 1982

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England

## Shell shock

The Selfish Shellfish. By David Wood.  
Whitliff Theatre at Sadler's Wells until November 19.

David Wood's great strength as a playwright for children has always been that he can invest miniature worlds, tiny events with full-strength suspense. Will the gingerbread man be eaten? Will the cabbage patch be sprayed with chemicals? The enemies of the tiny threatened paradise in which selfishness and unneighbourliness are the cardinal sins are usually the Big Ones - human beings with booming off-stage voices.

In *The Selfish Shellfish* the perspective is different. The actors begin with an ecological homily reminding us that human beings do not own the planet. The play proper concerns events which are not insignificant at all: the possible pollution of a beach by an oil slick. The characters are helpless sea creatures who inhabit a pretty rock pool and whose lives are threatened.

Within this portentous framework David Wood's imagination is as much on a child's wavelength as ever. HC the selfish hermit crab is a cantankerous old codger who doesn't like children (or urchins, a happy pun brought to life by Uchirun who dares to answer back cheekily to choruses of delight from the audience). There is a vast pink sea anemone, no more than a prop, but it has flashing lights and waving tentacles and burps hugely when fed. Great Slick is the demon king to end them all, swishing a vast black cloak fit to engulf all our friends - Uchirun and his fussy Starfish aunt, rascally Mussel, Hermit Crab and poor vulnerable Seagull who does indeed succumb to the sticky menace.

Audience participation consists of making a fearful roar to simulate a storm and drive Great Slick back into the sea. The parable breaks down somewhat, however, when the monster is conveniently swallowed by sea anemone. Seagull is dead, but before we can mourn, the actors whirled off their funny hats to sing a serious song: "When will we learn?"

It is a little sad to see David Wood going in for such explicit pamphleteering (wouldn't the message be plain enough in the story?) but his familiar skills are still happily intact.

Heather Neill

New Theatre, Hull, November 21-26; Alexandra Theatre, Birmingham, November 28 - December 3; Hippodrome Theatre, Bristol, December 5-10; Oxford Playhouse, December 12-17.

## Democratically self-programming

Nick Baker on Greenwich Young People's Theatre

The term "Theatre in Education" seems to be acquiring an increasingly wide variety of interpretations. For the staff of Greenwich Young People's Theatre, though, it means much more than providing an afternoon off for the teachers while the children watch a play. Their current TIE programme for upper secondary pupils is controversial, challenging and far-reaching in the demands it makes of teachers and pupils. Taking education as its theme, it deals with the important question: "Education for what?"

I watched the programme with about 50 fourth year girls from Warwick Park School in Peckham, South London, at GYPT's converted church complex in Woolwich. After a brief initial discussion, the company of eight actor-teachers went straight into the performance of *Badchat*. The background of the play is an imaginary experimental educational research institute in a not too distant future where the educational system is still rooted in the competition-examination employment process, despite 55 per cent truancy rates and the threat of a paramilitary presence outside comprehensive schools to deter rioters. The hi-tech set is dominated by a glass cage, in which sits Jessica, a punky, intelligently rebellious school dropout on whom the institute is experimenting. Jessica speaks anti-language (*Badchat*) - an invented mixture of Newpeak and Caribbean patois which clearly delighted the partially black audience. Trevor, the other school age character, is her exact opposite - a well-spoken academic high flier whose ability to question has been eradicated by "the system". The story of the play centres on how their roles reverse as they are exposed to the evil wiles of Professor Lawrence, the institute's chief.

The afternoon session of discussion and role play attempted to deal with the issues of language, the purpose of education and the idea of educational insiders and outsiders. At first the girls found it hard to differentiate between the persuasive fiction of the play and the real issues it dealt with. As they began to do so, fierce discussion built in and out of role, broke out and

session, skilfully stage managed by the actor-teachers, began to take off in earnest. All too soon the school boys arrived and the girls, still debating, were ushered out by their social studies teacher, who was "desperate to talk". Meanwhile, the actor-teachers gathered for a debriefing.

For me, the intensity of the session was more than justified by the great deal of preparatory work and follow-up ideas provided by GYPT. Teachers booking GYPT programmes are strongly encouraged to attend preliminary meetings to discuss the content of programmes, and are also asked to do preparatory work with pupils on the programme topic. In fact the theme of language, one of the current programme's starting points, was put forward by a local teacher.

The team prefers to work in depth with a limited number of primary and secondary schools in the South East London area (where GYPT offer programmes free of charge). In this way they feel they can build strong relationships with schools, rather than spreading themselves too thinly. John Carbury, GYPT's director regards the coverage as "intensive, but not exclusive". Working intensively with a small number of schools means that a cross-curricular coverage, as well as a coverage across a wide age range can be achieved.

GYPT is much more than a TIE company. In the evenings, actor-teachers can be found most nights running drama and arts workshops for the local young people. Groups cater for 7 to 25-year-olds. Watching some of these sessions, the impression, even with the youngest (7 to 9) group was one of intensity of experience. The previous week, the "little ones" had made small computers, small boxes covered in silver paper, bristling with cut-out dials and aerials. The week of my visit, they enacted, with the guidance of two part-time tutors in the role of astronaut captains, an exciting meeting between space travellers and aliens, culminating in the peaceful exchange of rocket fuel and (for reasons which escaped me) money. At the other end of the age range, the 14-year-olds are preparing to

mount a full scale production in April 1984, under the guidance of John Cocken, who coordinates all the work shops. He runs the group as a "democratically self-programming" one, a claim that I was initially sceptical about. The session I saw started with some quite demanding work on developing a character, using newspaper pictures as a starting point, then went on to look at simple improvisations with the characters in action. The seriousness with which the group approached the work and the discussion about how they were going to arrive at a decision about a choice of play, as well as its director and casting, convinced me that they would achieve their goal. Many of this group are "graduates" from the younger arts workshops, and talking to them after the session I was impressed by the different sorts of people who attended. There are students, sixth formers, young unemployed and people in their first jobs. The social mix was also more apparent here - GYPT's catchment area covers wealthy Blackheath and Greenwich as well as the poorer areas of South East London.

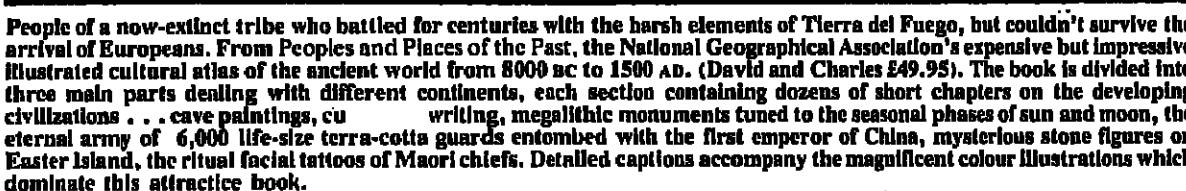
GYPT also provides evening workshops for non-specialist teachers in both secondary and primary schools who want to use the drama techniques they have seen in operation in TIE programmes; a music workshop; a movement and dance workshop and a special drama workshop for local mentally handicapped young adults. Because its team of actor-teachers are organized "non-compartmentally", there always seems to be a familiar face at GYPT - someone you first meet as a designer will subsequently turn up to take an evening drama session, or someone you originally saw as an actor-teacher may also run a movement class. Recently, the company has been benefiting from the GLC's new policy to redirect arts and recreation funding towards more local schemes. GYPT's premises are taking on a new, functional look and adding another string to their bow as a venue for touring theatre groups.

For details of all GYPT work contact Sue Beidun, 01-584 1916, or 01-584 1917.

Finlay J Macdonald



# Values in view



There are some 250 different songs to be found in these anthologies, many collected from other cultures, and a high proportion of them original compositions. Beatrice Harrop has chosen nursery rhymes for the latest of A & C Black's now extensive series of songs

# Going for a song

This might also be a problem in the *Musical Calendar of Festivals*, except that to many of the foreign texts will be known to most people. The idea is an excellent one and it has been extensively researched by Barbara Cassin-Beggs, in terms of both music and background to celebrations and customs. Each of the 12 chapters (representing the months of the Gregorian calendar – the problems of allocating feasts in other calendars such as the Jewish or Islamic ones, are dealt with in the introduction) is preceded by a summary of fixed and movable feasts. There follows about six representative songs with melody line music and a brief explanation of the occasion. Foreign texts are given in English and phonetic translations. All five

The *Tinderbox Assembly Book* contains rich songs of all; what it does, is cross reference material from 12 other books. A C B publications such as *Agusikidu* and *Someone's Singing*, Linda Sylvia Barratt has compiled some 35 different topics, thematically grouped according to Self, Others, Surroundings, Times of Difficulty and Celebrations. Each topic takes children's own experience as a starting point, and could provide assembly material for a week or more. There are short stories, poems and suggestions for discussion and activity, as well as the aforementioned referenced sub-

Recorder players are served by 100-strong anthology of tunes in *He Prestol* All the tunes are to be found in the A & C Black song books and are appropriately referenced here. A few appear in different keys, but they are (usefully) reprinted with a verse of words. Reference too should be made to the Abracadabra Recorder series Books 1 to 4, from which this anthology has been drawn. The material ranges from three-note beginner's tunes to the complexities of Scott Joplin's *The Entertainer*.

Test question: where can you find a slinger, a dicky-pot, a slubbing billy, a blunder slath rod, an empty bottle, a flen, a cask, a tinsiv, a tawer, one in listed above? The byways and bycotes of history are Shire's stock-in-trade and with this batch of albums and archaeologies you may do some happy exploring. 'This is the first book ever written that has dealt exclusively with the British straw-plaiting industry', Jean Davis assures us proudly; while Christopher Taylor, ever enterprising in intent, a brand-new branch of archaeology, which he expounds efficiently and clearly.

The other topics are more familiar to us. Many of the pictures in the book are of people who are well known, but the book is not particularly interested; but beware! Shire have a knack of producing enthusiastic experts whose obscure learning may well hook you. Each presents his topic with admirable conciseness and just the right technical detail to intrigue most of us. Each relies on excellent illustrations. "Many of the pictures in the book relate more vividly than the conditions in which the North Devonshire potters worked," remarks David Seares. The *Archaeology of Hardest cases*, with its mixture of photos and RCHM plans, allows all firm two eastern counties, all

all from two basic sources. Each booklet is rich in economic and social history. *Greek Coinage*, for example, both played a part in ancient world's economy and presented the images of its gods, her monarchs, beliefs, crops and animals. The albums are strong on nostalgia, encapsulating lost skills, pride and life: gone are the straw plaiters, mosaic makers, fast going the traditional basketmakers and potters. A fair Heselton regrets that "an economy in which time has much value and quality very little has no place for a durable product that is extraneous to labour-intensive". If you would understand the world of our grandfathers, Shire Albums are an enjoyable way to see an earlier world, try Archaeologies.

## Tom Corfe

# All-out strike

If the Cruise-missile saga were not fact, few writers would have the imagination to invent it. The return to the subsonic, pre-ballistic technology of the Second World War, albeit with the addition of terrain-following guidance systems of unprecedented accuracy itself seems implausible to the layman. The bureaucratic story of how the missile came to be developed by the United States in face of half-heartedness on the part of the services which might be required to deploy it — the abalanced force, for instance, seeing the air-launched version as a rival to its first-choice weapon, the manned bomber — strains our credulity even more. And the political confusion it has produced — by NATO governments

The Imperial College team which produced *London After The Bomb*, an impressive account of the consequences of a nuclear attack, have now turned their attention to this story. Owen Greene has produced a CND booklet which vigorously outlines all the arguments against Cruise and Pershing II, so many arguments, in fact, that the reader is left in doubt whether Cruise can really be the first-strike weapon (on account of its supposed accuracy) if it is also so unreliable (being apparently prone to bump into tall obstacles *en route*). The rest of the team have collaborated to produce a similar short book under the Penguin Special imprint. This is, however, blander than the CND version, weaker on the technical details of the weapons, and, attempting as it does also to cover other new weapons, spread rather too thin. Neither book shows knowledge, moreover, of Ronald

An unqualified welcome can however be given to another contribution to peace literature, Andrew Wilson's *The Disarmer's Handbook*, written in two months in an attempt "to set down all I know" about the arms race. As a man who converted to pacifism only a few years before his conversion to unilateralism in 1981, Wilson is unusually well-qualified to produce a guide not merely to military technology and organization but also to alternative defence strategies and (briefly) the attendant ethical problems. The book's harshy tone is, I think, entirely appropriate (what else are Franco's landslides but the result of a failure to take account of the omitted from the survey of nuclear weapons and destroyers missing from the list of warships?). But it has many refreshing features, not the least of which is his refusal "to encourage the belief that the nuclear threat is the start of a new era, the consequence of our failure to solve a whole range of subsidiary problems".

## Martin Ceadel

# Terminalology

A year or two ago, I reviewed a pair of dictionaries of computing by comparing the overlap between the citations in each, which was small, and looking up the terms I thought important, and either not finding them, or finding

where two terms are almost synonyms or antonyms, by (see *foo*). The typographic conventions are fairly set out on an unnumbered page between the introduction and the body of the text and fairly adhered to throughout.

There is a reasonable selection of references to people and ideas that now belong to the history of the subject; Strachey, who taught me most, has an elegant tribute paid him; remarkably, Babbage is cited as a programming language, though referred to in the definition

John R.

## Words of wisdom

concerned, teachers may turn to the book with a sigh of relief. It is practical, informative, intelligent and useful. The "tips for teachers" syndrome is avoided, yet the book is packed with practical and thought-provoking ideas for improving classroom practice.

Areas for discussion are grouped under the headings the chapter area, the curriculum, the teacher, the management of learning, and evaluation and assessment. These broad areas are broken down into clearly labelled sections under sub-headings so that teachers can find their way to the information and ideas without necessarily reading the whole book.

Throughout the text there are comprehensive references to recent research in literature, Schools Council projects and DES reports. At every stage the reader is encouraged to make a personal response to issues by reconsidering them in the context of an analysis of their own classroom practice. The book acknowledges that the key to effective learning in classrooms is the quality of teaching and the skills of organization. Impressive also is the equal emphasis on pupil response, so that teacher/pupil interactions are seen as much as a two way process, rather than in terms of a static teacher input model.

Teachers are wearying of constant demands for them to evaluate and question in a vacuum. This book provides a solid framework within which thinking teachers can examine and modify their own professional contribution. Joan Dean states with refreshing clarity and honesty that this framework is "the well organized class room implicit in much that has been said in this book." Within this framework she leaves plenty of scope for thinking teachers to formulate their own strategies. The emphasis is learning – both for the teachers and for pupils.

### Angela Anning

## Satisfying menu

The booklet on cross-curriculum planning states its first principle, with apparent irony, "that the teaching/reading should not be a barrier to children's enjoyment of books". The endorsement of late twentieth century teaching practices! If that statement is really necessary, then this is a large, unneeded document, though whose removal to remedy is not children's business, but teachers' attitude. To read that "classroom organization which helps teachers don't always work" may be ultimately helpful, but is not necessarily comfortable.

study skills and involving parents. criticism of this last is that there surely unintended emphasis on the parents' things. It may be difficult for teachers to convey willingness to learn from parents but it is unfortunate to suggest that reading a story to a parent and toddler group "will introduce parents to the art of storytelling." authors also ignore how different categories of parenthood overlap; one can have an infant, a Junior and a school child at the same time.

A Framework for Reading is an organizational document, we first sets out a general approach to reading, based on enjoyment of the reading for pleasure, generic skills tasks and planning of specific tasks and reading for meaning. The authors believe in the wholesome effects of generous provision, comfortable reading and ample reading time. It's part of a backslant against a mechanistic, task-based approach. For those of us used to talk of the "reading diet," it's a satisfying menu, offering the health-food approach to the kitchen. Change the years of literary change in school, directors.

2.5. **UL-ES-200**

## Basic principles

The two series, *Action Science* and *Young Scientist*, look rather alike at least at first glance. Both are hardbacks, colourfully illustrated and generally attractive in appearance. In fact, however, they provide a very interesting comparison from the point of view of science education.

ties are glossed over (ever tried to  
two cardboard tubes that fit snugly  
inside one another) and the explosion  
inside is loud enough though con-  
sidered "small" in the floating and sin-  
gular concept of density is re-  
ferred to but not by any means explained.

The assumption seems to be  
doing experiments is self-evident  
worthwhile and will lead inevitably  
scientific understanding. This has  
to be demonstrated, and it would  
time I do not accept it. It would  
possible to do all the experiments  
these books and learn very little  
anything about thinking scientifically  
and this is because there are  
answers but very few questions.  
practically no opportunities  
hypothesis framing and testing -  
vital cornerstones of scientific ac-  
tivity.

I can imagine Ageton's children  
useful in occupying children's  
wet playtimes or during the holi-  
days but can find no reason to recom-  
mend them at \$4.25 for each title.

By contrast, the Young Science Club, bursting with questions such as "Why do you have to work hard?" and, really getting to the heart of the matter, "What pattern do you follow?" Author Ed Catherall has the sense to leave the question unanswered, though he frequently lists his readers in the direction of a school library in order to find something further. There is information as well as questions, but it is thrust at the reader in a take it or leave it manner.

it manner. This series is now becoming a very attractive and comprehensive addition to the science library. Elasticity and Adhesion are not commonly dealt with at this level.

**See For Yourself**, aimed at the eight-year-olds, is based on the radio series of the same name, while one fully understands the temptation to capitalize on a good story going into print, one has to say that the result is tame by comparison with the broadcasts. The coverage is respectable, topics like *Wonders of the World*, *The Senses*, *Hot and Cold*, *Weather* and *Animals* are mentioned by no means in a dull way, and all this in the space of 60-odd pages. The layout of the book is, however, not particularly attractive; it is neither as attractive as *How* or helpful; it reads rather like a textbook and cries out for some breaking through the order to attract and focus the

One could imagine a situation which a keen and energetic parent might escort a child through perhaps a page a day basis. The some nice little songs and poems lighten the burden somewhat. I cannot imagine a child of this age sticking very long to the task himself. If the radio series has experienced then the book will provide a useful consolidation, since it is well sequenced and has good pictures. But it is rather a disappointment especially from this source.

**Phillip Hyt**

# Unmeasurables

If you like good food guides, public health guides, human rights guides, and guides to the human rights guide, you will find this book a human rights guide may go down well. Charles Humana, who apparently proclaims his identity as a standpoint even in his name, was surprised to find there wasn't one when researching political prisoners in 1966, and determined to supply the deficiency. The progress of knowledge is not always in the snap format, the checklists of rights, the symbolic black or white blobs and the final percentage rating for each country—except where rights are apparently so minimal that it's impossible even to get at the facts. The result is informative, and provides some useful comparisons. You can discover at a glance where people have the right to divorce or abortion, where they have the right to a fair trial or carry identity papers, where there's a right of habeas corpus and where the police carry guns.

— which as it turns out is almost everywhere.

"But if you feel that human rights like human feelings are rather difficult to quantify, you might think it's all a bit glib or even trivializing. The trouble with the idea of a world human rights guide is that it can't be compiled by any impartial outside agency. Who is to give the guide the guidelines? Who are the guides' standards? In this case the standards are derived from the United Nations' Universal Declaration of Human Rights" of 1948, and the "International Covenant on Civil and Political Rights" which in 1976 put the 1948 principles into treaty form. You cannot help noticing straight away that the economic rights there don't find their way on to Charles Humana's checklist. Should we pretend not to notice the rights which do find their way there and only the rights which cultures whose values the book was produced does rather well on? The UK comes out with 95 per cent on the Human Scale, beaten into fourth place by mere 1 per cent — presumably because of a certain local difficulty in the West and why ever shouldn't that count

more against us? - by Denmark, Finland and New Zealand. It all smacks a bit of self-congratulation. What if the right to work had found its way on to the checklist? Wouldn't the UK lose a few percentage points, and the USSR (27 per cent) begin to close the gap? What about the right to decent habitation, adequate nutrition and speedy health care? Would it turn out that standards of decency, how much food is adequate and how soon is speedy, happened to correspond to, well, round about UK levels?

No, you can't measure human rights any more easily than human happiness or human misery; you just notice when they're missing. Some New Zealanders may find the taste of 96 per cent just a little sour since it's illegal to practise homosexuality there. And what price 92 per cent in Japan when the rights are not equally enjoyed by half the population since on the question of equal rights for women the answer is not. The statistics need tempering both with understanding and a certain amount of skepticism.

**Jessica Sarag**

The technical efforts on this occasion were the result of both prelinguistic awareness and subvocalization. The child was able to admit the skill of the Mathematician, to whom I take to be a lexicographer at the time, in venturing, even with their arid trade, into such a dangerously mined territory of terminology, and coming out with a consistent and coherent result. Still, I suppose, with Dr. Hurelfield as a witness, they grow more like this at Oxford, where they teach major lectures. I found minor signs, however, which will be in the general addition, are *constitutive*. There is a great deal of cross-reference, both by marking terms that are also cited, and by *constitutive* *constitutive*. There is a great deal of cross-reference, both by marking terms that are also cited, and by *constitutive* *constitutive*.

**Among this week's contributors:**  
**Martin Ceadel** is a lecturer in politics and Fellow of New College, Oxford.  
**John Rae** is Headmaster of Westminster School.  
**Jessica Saraga** teaches at Nonsuch High School, Cheam.  
**Frances Spalding** is the author of biography of **Vanessa Bell** published by Weidenfeld and Nicolson.

On Larkhill, by J P W Mallalieu (Allison and Busby £9.95) is a notable well-written autobiography by a Socialist MP whose achievements included that of, as an ex-objector, being put in charge of the Royal Naval Cricketer, journalism and ordinary life in Huddersfield area; the areas on his book turns; Michael Foot contributed foreword.

**John Las**



## RESOURCES

## notes

## NUMERACY GUIDE

A Numeracy Resource Guide with reviews of over 150 books, games, puzzles and tutors' resources, has been published by the Broadcasting Support Services.

The reviews are written by three experienced numeracy tutors, Diana Cohen, Tony Houston and Gordon King, and cover resources ranging from straightforward skills practice through school maths books and other aids for adult learners. It also includes books for further education and youth training courses.

The guide costs £1 (inclusive of postage and packing) and is available from Broadcasting Support Services, 252 Westmore Avenue, London W3 6XJ.

The Broadcasting Support Services publish a range of basic skills teaching resources and provide follow-up services for viewers and listeners of BBC and ITV programmes.

## RADIO SOFTWARE

Free computer software, to be broadcast over the air, will be one ingredient of a new BBC Radio 4 series due to begin in the New Year.

The series of magazine programmes on computers will aim to interest a wide audience and include news and software for the hobbyist, businessman and home user. It is described by the producer, Trevor Taylor, as a series of "fast moving topical programmes reporting this industrial revolution as it happens".

## NATIONAL TREE WEEK

November 19 sees the start of National Tree Week. To celebrate, schools can now send for a special educational pack for planting a tree.

The new "Elms by Post" service is part of the "Elms across Europe" scheme, run by mailing and business equipment company Pitney Bowes, to help replace some of the 15 million elms lost from Britain's countryside through Dutch elm disease.

The schools pack, designed by and featuring David Bellamy, contains a tree, an audio-visual slide presentation, a 50-year diary and comprehensive planting instructions. It costs £15 including post and packaging, and can be obtained from Pitney Bowes PLC, The Pinnacles, Elizabeth Way, Harlow, Essex CM19 5BD (tel 0279 25731).

## VIDEOS FOR YOUTH

Two new video programmes have been produced for school leavers.

"Jobs Limited" sets out to "stimulate a positive attitude to unemployment" by offering constructive information and ideas for the unemployed.

"Death on the YOP", made by the Thames TV eye team, investigates a number of serious accidents and shows interviews with parents of teenagers who have died on the scheme.

For further information contact Margaret E. Beveridge, The Guild Organisation Ltd, Guild House, Oundle Road, Peterborough PE2 9PZ (tel 0733 63122).

## TIMETABLING on a 380Z

can save time and improve the quality of your timetable.

Send for details of school administration programs to TIMETABLE SYSTEMS 38 Somerset Road, Frome, Somerset. Tel: 0373-63749

**Fit for Life**  
A Schools Council/Health Education Council project for slow learners.  
By June McNaughton  
Level 1 £17.95 (includes colour cards separately available priced £4.95);  
Level 2 £12.95; Level 3 £12.95  
Macmillan Education Ltd.

One of the most important functions of the Schools Council is that of responding to needs expressed by groups of teachers. *Fit for Life* has developed, in partnership with the Health Education Council, in precisely this way.

The introduction refers to the success of the Schools Council's "Health Education 5-13" project and to the consequent demand by teachers of slow learning children for similar materials tailored to the needs of their pupils. So throughout the work a number of organizations and individuals (especially practising teachers) have been involved and their contributions are gratefully acknowledged.

In case anyone may be misled by the phrase "slow learning children", let us try to be clear about the target population. The publishers refer to "pupils with learning difficulties", but this does not get us very far; most children have learning difficulties of some kind.

From reading the introduction, however, it soon becomes evident that this material is intended for use with classes of slow learning children. Straightaway we are faced with the awkward issue of definition, especially about degrees of learning difficulty.

It is a truism that slow learners are not a clearly defined group, but are scattered about towards the "lower" end of what is in reality a continuum. So I baffle somewhat at a statement, contained in each of the teacher's guides, that "the less able do not learn readily from incidental situations".

I'm not sure that this has a very precise meaning for any one child, but in any case I should welcome some indication of the evidence supporting it. It is all too easy to begin to think of what is actually a heterogeneous group of children as being substantially alike, at least in all important aspects, and there is a real risk that the publication of materials like these may quite unwittingly reinforce such a view.

That being said, it remains the case that the need for materials which have been developed with slower learning children in mind does exist, and there is no doubt that the publication under review represents an honest attempt to meet that need.

*Fit for Life* consists essentially of three teacher's guides arranged at three levels catering for 5 to 8-year-olds, 9 to 12-year-olds, and the 13+ group respectively. There are in addition worksheets and, for Level 1 only, a set of coloured pictures and a pack of Pressurifax sheets.

The overall aim as stated by the project officer, is to "help each child

## Think fit

Philip Hytch reviews a health education project for slow learners

towards a satisfying lifestyle" through the acquisition of appropriate knowledge, skills and attitudes. She rightly acknowledges that the aims and contents of a health education curriculum for slow learners should be essentially the same as for other pupils. The approach, however, must be different to take account of the slower progress of these children.

At Level 2, the corresponding unit begins to look at children's own development during puberty, and here one is impressed by the comprehensive, eclectic coverage of this often difficult topic. The attitudes and emotions, including fears and anxieties, of children are frankly yet sensitively explored.

Level 3 goes somewhat further, not only in the sense that it deals fairly and squarely with sexual intercourse, but also in that it generates and stimulates open discussion about the whole range of problems faced by teenagers attaining physical maturity in our culture.

It is important to stress that in all matters concerned with sex education the project team repeatedly reminds teachers of their responsibilities to

parents under the law, and, perhaps more importantly, commends the advantages which accrue from active cooperation with parents in this and other aspects of health education.

Smoking is another topic which is given extensive and exemplary treatment at all three levels, and one can only hope that any future edition will include consideration of glue sniffing.

The second aspect I found most praiseworthy in this project is in one sense a concomitant of the first. One is conscious throughout of the team's respect for slow learning children.

Despite their limitations in the purely intellectual sense, it is recognized that they are people who need, both now and in the future, to make decisions. In order to do this effectively, they have to learn to consider the evidence and, in the light of the best information available, choose what course of action to follow.

The centre is open to anyone with a query on educational matters relating to equal opportunities. It houses a collection of anti-sexist and equal opportunities teaching materials, bibliographies, conference reports, pamphlets, working papers and journals and research findings on sex differentiation in education. It also has a file of working parties and projects, feminist teachers' groups and girls' groups.

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*Fit for Life* confronts children with a range of problematic but realistic life situations in which they are asked to make and justify their decisions. What would you do if your friend smelt, for example, or if someone tells you that you smell? How do you cope when an adult you know offers you a lift and then tries to give you a cuddle? These are just a few of the questions posed in Level 3, indicative of an approach that is based firmly upon real issues to be encountered in the real community, and one which I feel could benefit all children at this stage of their lives.

The project team has not sought to be prescriptive about methodology, though there is an underlying assumption that the class teacher will initiate most of the work and that the children will respond in ways suited to their abilities, class and group discussion being particularly stressed. In the early stages, drawing and colouring in are possible responses, while some formal worksheet completion accompanies the later stages.

As far as worksheets are concerned (master copies for limited photocopying are provided), they are in the main well designed for their purpose, though I did find that in some cases a lack of clarity induced ambiguity.

It is a curiosity that although the drawings are used throughout, it was thought appropriate in Level 1 to blacken the faces, arms and hands of some of the children and adults portrayed, no doubt for the best multicultural reasons. I am glad to say that this practice was dropped for Levels 2 and 3.

In a project designed for slower learners it is fair to look at the way in which language has been treated. Although, as I have said, much of the work will be oral and practical in nature, the worksheets in Levels 2 and 3 especially do require reading skills for granted, and careful progression in the control of vocabulary does not seem to have been a high priority in this project.

Experienced teachers of slow learning children will be able to cope with this, but it remains something of a snag.

As far as other supplementary material is concerned, Level 1 includes a set of coloured cards to illustrate some of the concepts in early units. I thought these were rather poor in quality and wish the team had decided on photographs instead. Level 1 also includes a pack of Pressurifax sheets which I find very messy in use. They are not reproduced for Levels 2 and 3.

The underlying philosophy and approach of this project are admirable, and it deserves success. I anticipate and welcome an enthusiastic take-up by teachers of slow learning children, but would also strongly recommend it as a source of splendid ideas for all teachers, particularly for the development of self-confidence and decision making skills.

Nearly half the visual frames in this illustrated study are original paintings. Together with the accompanying cassette they provide the essential biographical details. Students are given a social summary of the principal phases and highlights in the careers of both Marx and Hardie, the emphasis being on contrasting characters and views of their own and their destiny.

It is clear that this is not going to be a sympathetic study of Marx. Too much attention is given to matters which have no bearing on his real contribution to history.

We know that Marx came from a prosperous background, that his boorish behaviour as a student left him open to charges of continued fecklessness, that on occasions his qualities as a husband left something to be desired. Accuracy is not the issue, merely the degree of emphasis to be attached to these matters.

The account traces Hardie's early years in the Glasgow slums and his first experiences of the mining industry. His violent was shaped by his own dire hardships, by his struggles to build the independence of a miners' organization and by his acquaintance with the literature of socialism. All these are adequately covered. But it was the Christian element in Hardie's perspective which set him apart and provided him with an uplifting moral energy.

The fact that Hardie demonstrated no ideological hostility to the system of government, however much he deplored the ethos and values which it threatened, makes him a much less threatening figure than

Marx. Not that the House of Commons saw it that way. The angry public encounters of this period, however, too easily suggest that a rapid restructuring of British politics was taking place. British politics was translating social change into political change - ever so gently.

The problem is not that the case for Hardie's achievements is overstated. The painstaking process of making socialism respectable was under way. It is simply that the unit rounds with such a vibrating dislike of Marx that any attempt at balance is lost.

The conclusion to the detailed teacher's notes gives the clue to this collection. Their writer, Harry Addison, has strong views and the last eight pages are devoted to an unequivocal personal statement.

Many will recognize here the influence of Moral Rearmament. Heaven will not be created on earth; the essential struggle is not of class but of absolute moral standards; there is no unfolding pattern to history although Butterfield's "gravitational pull downwards" does help explain the drift of human nature; the chief obstacle to the building of a new society is not obsolete social and economic structures but obstinate human nature; only a Christian renaissance on the scale of the Methodist awakening will suffice.

Legal and social restraints which Tony Crosland and Roy Jenkins sought to remove in areas of personal liberty were in fact expressions of the Christian ethic. We learn that the tactics of the Militant Tendency are a vivid illustration of the meaning in action of communist morality.

Subject Marx and Hardie to this world view, limit the study to carefully prescribed areas and the result is always going to be a glimpse of the obvious. The conclusions may or may not be right. The methodology is suspect. Illuminative history cannot be swamped at will with impassioned contributions to current debate.

Teachers who want a substantiated and calculated criticism of Marx, combined with a warm, almost reverential treatment of Hardie need look no further. Others will probably find this a disappointing and expensive resource.

Gorman Stafford

## RESOURCES

## Tour de force



## Bob French reviews a new French course

aking in the Alps runs the weft of language, combining from the same unit, obvious grammatical items (il taut pour infinitive; ces, some "locutions" (l'aïl a mal), straight vocabulary, and a section of "information personnelle" (Je suis malade/déprimé; j'en ai marre), all supported from the first stage by large, clear flashcards (black and white only), excellent filmstrips, workbooks, reproduction masters (heat copier or scanner required) and authentic tape/cassette recordings which make convincing use of speakers of the correct ages.

The inclusion, at the end of each unit, of a substantial taped passage of background commentary in French, based on areas already covered in English, is one indication of a real desire to build up comprehension skills.

Included throughout the course is a variety of tests assessing progress, and also indications as to how pupils can assess themselves, immediacy of feedback being seen as an important aspect of learning how to learn and a way of helping pupils to improve their performance. That this belief is genuine is evidenced by the fact that the final reproduction master for each stage is a Report Card designed to inform parents too of progress - and that the Teacher's Book for Stage 2 has an Appendix.

"Evaluating your teaching", which offers the teacher a checklist of points for self-assessment: "Do you use French for the following? Never/Not often/Quite often/Very regularly..." It is a list every language teacher could use with profit at every level, from first year mixed-ability through A level to university!

## Hole and corner

Erk Marx and Kehr Hardie  
Two filmstrips with cassette and teacher's notes. £28 plus VAT  
Educational Productions, 212 Whit church Road, Cardiff CF4 3NB.

The pairing of Marx and Hardie in a comparative study is an attractive proposition. Different in so many ways yet joined by powerful lines of continuity, the contrasts between the two men provide fruitful entry points into the history of British and European socialism.

Marx would no doubt have seen Hardie as one of the "hole and corner" reformers; Hardie without Marx and his influence is an improbable prospect.

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However, there are other aspects of *Tour de France* which potential purchasers will have to take into account. The fact of the Scottish background (the tape for the first filmstrip, "Bonjour", begins "Bonjour! Je suis français, mais j'habite à Edimbourg en Écosse.") soon becomes unobtrusive to the English ear! The tape continues, "Hello. My name is Valérie..." and this is the general pattern for the film/tape sequences. The first part (background presentation) is largely a description in English of the attractive photographs, the second a language presentation (in French) based on drawings - text and drawings being reproduced in the pupil's book.

As with any course of this kind, the storage of materials requires thought and planning. Many think wistfully of the days when one text book was all one required! The teacher's books are clearly designed to help alleviate this inherent difficulty. In this it is not, perhaps, entirely successful. Although it does contain many very useful ideas and suggestions on methodology, it is not particularly easy to follow, and the sequence in which the materials are to be used is not always clear. While this may encourage the teacher to experiment with his/her own methods, it seems unlikely that this was the intention.

The final question concerns the level of ability for which the course ("a wide-ability beginners' French course") is most suited. The suggestion that "Stages 1-3 should provide more than adequate work for two years in most schools, though within that time some schools may reach Stage 4" would seem over-ambitious for low-ability pupils, when one considers that Stage 3 includes present, perfect, immediate future and the use of the infinitive (+ c'est, et il y avait). Leaving aside such issues, however, one thought remains: What a pity that the same thorough analysis of method represented in this and other new French courses, is not yet matched in all other languages - but more of that later...

Consequently, the comic strip on sex and birth control is supplemented with an information file of statistics on teenage pregnancies, adoption and one-parent families; birth control methods and effectiveness; birth control services and VD clinics and a number of questions about the information.

*It's Your Life* is written by Gillian Crampton Smith and Sarah Curtis and is available (priced 45p for each issue or £3.60 for a complete set) from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP and educational suppliers.



Longman have brought out a new edition of their successful Thinkstrip series of comic strips on controversial subjects for adolescents.

Apart from the original Thinkstrips the new series, *It's Your Life*, contains statistical and other information, quizzes and project ideas on Advertising; Babies and parents; Laws; Smoking; Race prejudices; Sex and birth control; Sex roles and Drinking.

A survey of teachers revealed that the pioneer Thinkstrips (published in 1981) were very popular because they could be used in a wide range of disciplines. They were also read right through by weak readers and A level candidates alike. So Longman decided to extend the idea "to lay out the issues in full and provide a variety of background activities for teachers and students".

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## Female issues

Liz Heron visits the Women's Education Resource Centre

sexism on the wane in schools? Given that the arguments against it have acquired increasing official validation, anyone not confronted with the everyday realities might be tempted to think so.

It would be possible to assume that the will is unfailing, that if only a way can be found to change those inherited structures of discrimination that tenaciously bedevil the classroom and the curriculum. In the view of the Women's Education Resource Centre this is a form of complacency.

They claim it simply creates yet more obstacles to change, so that the more curriculum experiments and success stories become (token investments of resources, rather than genuine tokens of progress). For admirable policy statements to mean anything they need backing up with widespread practical support for teachers.

The Women's Education Resource Centre opened earlier this year with the aim of meeting some of the practical needs of teachers looking for advice and resources to counteract sexism. "For most women teachers things aren't all rosy," says Ruth Vandayke, one of the centre's three full-time staff.

All three have personal experience of the difficulties. Ruth Vandayke taught a women's studies course at the London School of Economics, then did part-time youth work with girls for two years while finishing a thesis on careers education. Marilyn Hayward, trained as a teacher, then did an M.A. while working as a research assistant on the Girls and Maths Project at the Institute of Education, Linda Flanagan taught for five years in secondary

schools. The centre is open to anyone with a query on educational matters relating to equal opportunities. It houses a collection of anti-sexist and equal opportunities teaching materials, bibliographies, conference reports, pamphlets, working papers and journals and research findings on sex differentiation in education. It also has a file of working parties and projects, feminist teachers' groups and girls' groups.

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## RESOURCES

The 70s saw a marked growth of interest in photography and, to a lesser extent, film making in schools. Formerly a minority extra-curricular interest, photography began to appear in the curriculum of a number of secondary schools, while teachers of younger pupils became increasingly excited by its potential as a vehicle for achieving useful educational ends.

The growth of interest was particularly marked in secondary schools. In 1969 the Associated Examining Board introduced photography as an O-level subject, following it up with an A-level syllabus. This greatly enhanced the cause. From an entry of a mere handful, the numbers grew to about 3,500 at O level and 600 at A level. Although numbers are still continuing to rise, there is a levelling off.

There are many ways in which photography may be used in school. It can be a tool for making visuals, a subject in its own right, or an educational vehicle. The last is grossly under-estimated.

The making of slide-tape programmes, for example, has considerable educational potential. It requires script-writing, research, breaking down the topic into logical sequences, planning the story board, editing, and adding the sound-track. There are also the social benefits for pupils working together on a project and relying on each other's cooperation. No reference has been made to photographic skills *per se*, for they may often be well down the teacher's list of objectives. The final product – the finished slide-tape programme – will frequently be the bonus rather than the actual aim.

Photography can be put to good use in so many different subjects. This was made very clear in the follow-up to an educational visit: a slide-tape programme, produced for the pupils' parents, attracted the interest of a number of subject teachers who were able to capitalize on it in their lessons.

Photography also requires both artistic skills and scientific skills. Surely people grappling with an already over-crowded curriculum could see benefit in exploring this. It can also be a means for pupils learning to communicate visually, without being inhibited by the inability to draw.

Photography is unquestionably one of the world's leading hobbies. However, as the new Bradford Museum of Photography points out, although there are nearly 40 million camera owners in this country, amateur photographers on average expose less than three films per year.

There is also a problem not being catered for adequately in the schools. In the past most of our information was gained through print; now it comes to us by audio-visual means. A sizable proportion of the population receive most of their information over the air.

A picture presents an immediate – on the face of it objective – story which may be accepted uncritically as a statement of fact. But it is little appreciated that so-called "objective" accounts can easily (often unconsciously) be flavoured by the producer's viewpoint.

In a society where the visual image forms an increasing part of our information source, our curriculum should include teaching which encour-



## Cinderella subject

Why is photography regarded as the poor relation in the curriculum? Robert Leggat looks at its prospects

ages a healthily cynical approach to information. Any activity which assists in this is to be welcomed. There is a need for pupils to be made aware of the characteristics of different media.

The detailed studies by Liorac and Weiss (1981) provide abundant evidence that the audio-visual approach can make a dramatic improvement in pupils' learning over a wide range of the curriculum. Not only was there a clear indication of increased motivation, but the pupils' knowledge in the subject areas concerned far beyond what might have been expected via the traditional route.

These are just some of the arguments produced for taking photography more seriously in teaching. Why, then, has there been such little development since the late 70s?

One obvious reason is a lack of finance. The 70s were not the best years for innovation. Teachers of well-established subjects will quickly find convincing arguments why their subjects (which, they say, have proved themselves) should not suffer at the expense of this latest "hobby-subject".

Photography is not cheap, though its expense has often been exaggerated. Indeed, with judicious in-house production, it can be good value for money.

Another reason why head teachers may be reluctant to plough resources into this area is the lack of adequate training in photography teaching.

Due to a shortage of in-depth courses in photography teaching, teachers are sometimes put in almost impossible situations. Several students who put photography as an interest on

their application form, have been asked to teach the subject to O level. Many teachers, only too well aware of their inadequacies in the field, seek by reading and attending short courses to improve their own skills. The image of the specialist photographer in school can hardly be good if, unlike other subjects, it is assumed that one can teach it without prior training.

One looks, then, to higher education for training in photography and its role. Sadly, there is little evidence of any real interest yet in this area. Studies in the role of photography in education have, by and large, been neglected at university level.

Nor, as a whole, have teacher training institutions responded to the need. The James Report in the early 70s was expected to usher in a more practical, realistic form of teacher education. Since then, training has contracted dramatically. Consequently, in a number of institutions the new B.Ed. degrees reflected internal political strengths rather than the actual needs of future teachers.

To add to this, many institutions offering teacher training were beginning to move away from certificate to B.Ed. courses, with an (as yet unknown) CNA. It was not surprising that one tended to err on the side of the professional one.

Given James's recommendations for more practical training ten years ago, the recent plea from the Council for Educational Technology that practical training in the use of basic educational technology resources should be a requirement in every training course,

makes sober reading.

Those with responsibility for the area sometimes admit to fighting an uphill battle. A recent survey by Winders (1980) indicates how far down in the list of priorities audio-visual education is. Of 82 institutions with teacher training, a quarter had courses exceeding 60 hours, 40 per cent ran courses between 8 and 15 hours, 15 per cent courses between one and seven hours, leaving 20 per cent with no provision whatsoever.

If that is the allocation to audio-visual education, what price photography, which is just one facet? Meanwhile, at in-service level, local authorities should seek to provide initial training. A study by Stuart Mann (1981), financed by the Schools Council, draws attention to this need. Over 80 per cent of photography teachers consulted stated their wish to undertake in-service training. Provision of in-service courses throughout the country is patchy. Some local authorities do seek to meet these needs; others do not seem to regard them as worth helping.

Ironically, the very strength of photography – the fact that it can bridge a gap between science and art – is possibly also its greatest weakness. It can either fail to have a home, or, alternatively, can be a source of contention as to whose domain it is.

The overall picture is not very encouraging. It is hardly surprising, then, that photography has become a Cinderella subject. In several schools trouble-makers are sent to the photography department, while it is an opportunity for a dedicated teacher to

enthusiastic young people for whom the conventional educational diet lacks appeal.

However, the picture is by no means totally gloomy. There are encouraging signs. A few teachers' centres conduct short courses which are greatly appreciated and which enable teachers to discuss problems. The Royal Photographic Society's programme of workshops and lectures throughout the country often attracts teachers wishing to improve their techniques.

A major development in an endeavour to encourage in-service provision has been the Society's initiation of its Certificate in Further Professional Studies: Photography in Education. The scheme, which has operated since 1980, has led to courses being put on by several colleges and by two teachers' centres. It is intended to encourage courses for teachers who are not specialists, but who wish to use photography as a tool for meeting worthwhile educational objectives.

The Society is under increasing pressure to mount a similar scheme to cater for specialists in photography. It is also considering an awards scheme to encourage photographic activity among young children. It is hoped that the details will be available in the new year.

The recent opening of the National Museum of Photography, Film and Television at Bradford is another encouraging sign. Such a museum has been badly needed for some time, with an emphasis on educating and enthusing people of all ages. No stuffy museum with ancient cameras, this. There is plenty to see and do, and an imaginative teacher will find a wealth of resources to encourage even the least camera-conscious to explore the world of photography.

There are signs, too, that the photographic industry is becoming more aware of the need for more training and for encouraging photography generally. As part of its "Let's get Britain snapping" campaign, it sponsored a weekend seminar for over 100 teachers, heads and advisers at Bradford University at the end of September. The aim was to debate the future for photography in schools. The venture was well received by many teachers and one hopes that further encouragement may be provided by sponsoring regional courses in various aspects of photography and, possibly, by a programme of publications for teachers.

Finally, another development, though intended to cater for courses in adult education, is the proposal by the City and Guilds Institute to run a scheme leading to a Certificate in Amateur Photography. An imaginative scheme, masterminded and chaired by Frank Hawkins, HMI for photography, may also affect schools inasmuch as photographic facilities are increasingly shared between school and evening institutes. Future models may well also include photography in education.

The state of play in photography, then, is patchy, though there are grounds for optimism. The greatest need is for a campaign to ensure that all trainee teachers learn how, why and when to use the range of resources at their disposal as part of their basic course.

## MEDIA

## Soft sound

Jacquetta Megarry looks at the BBC's first venture into radio software

moving and still graphics synchronized with the soundtrack; other times the pupils are told to stop the voice tape and interact freely with the computer until they wish to restart the voice. The effect is to make Radiovision seem both static and passive by comparison.

Using Your Computer is in the Introducing Science Extra series aimed at groups of 9 to 12-year-olds using any of the Big Three: BBC Model B, Sinclair Spectrum or Link 480Z. Once the equipment has been set up, the arrangement is self-running, with clear instructions – both from the voice tape and on the screen from the software tape.

The careful use of conventions and safeguards will be appreciated by teachers supervising groups of children in other activities. In the event of over-excitement leading to loss of sync for the computer group, there is a full script with a summary of visuals and software.

The printed notes also state the broadest aims and helpfully list new words. Programme one (broadcast on November 8) introduces the keyboard layout, graphics (by presenting tabular data as a histogram), animation (by gradual speed-up of a spaceship vanishing and reappearing) and pixels (by a zoom magnification of characters chosen by the pupils).

After the cursor keys have been mastered, the notion of specifying position by row and column is well

handled by a Gobbling Game which also reinforces keyboard familiarity and has satisfying sound effects.

The "Does it Think?" broadcast will worry exponents of artificial intelligence by announcing that computers are only "a bit brighter than a brick, and a bit duller than a very dim worm". The treatment of the effects of computers on employment is also superficial. However, the computer's speed at number-crunching is nicely displayed in real time and the use of a simple moon lander simulation is appropriate.

The voice tape is common for all three micros, so machine-specific instructions – like how to load a program – are given on the software tape. The first one the pupils load is sensibly short: a game called P which generates doggerel verse from pseudo-random phrases. Broadcast three opens with a neat reprise of the first two and builds on them to introduce simple BASIC programming, with string variables, passwords and random numbers. A natural selection simulation (dark and light moths in a wood eaten by birds) is introduced with model clarity, and the children are left to explore it freely after the broadcast finishes.

The final broadcast steps up the pace with binary arithmetic, bits and bytes, memory and RAM, and ROM. Databases are introduced through on-line library searching and mention is made of teleshopping and uses of

computers with the severely disabled. Depending on the ability of the pupils, this last broadcast may be better deferred for a while after the first three.

The lucid scripts are attractively presented by Fred Harris, who wrote them and had the original idea of the series. Production is by Arthur Vialls of Radiovision fame and computer programming by David Tee and Anthony Lucas of MEP. The whole package is produced to a high standard and – unlike the BBC's spurious claims to have pioneered telesoftware – the format breaks completely new ground.

The software could be used with quite different learners (secondary pupils, college students, terrified adults) given a more appropriate voice tape. For those who wish to vary the pace of the voice-over, and also for teachers who wish to browse or revise the software using the printed script, the notes should have provided the key to over-riding the built-in enforced delays.

On the BBC Micro version supplied for this review, you can adjust the timing simply within the WAIT procedure (line 20260); having done this I did all the breathless excitement of London-to-Brighton-in-four-minutes for the visual together with leisurely control over the interactive sections.

The potential of Radiovision as a medium is by no means confined to computers as a topic nor to the Big Three machines, nor even to computer-conscious cultures. Developing countries might even find the format cost-effective and appropriate for any topic unless highly realistic visuals are needed in large numbers.

If next term's broadcasts on *Junior Electronics* sustain the standard of *Using Your Computer*, they will be well worth following.



Intelligent? Can I think?

Intelligent? Can I think? The buzz word for the happy postmodernist aesthetic by which a style can add up to more than the sum of its parts. Interactive video can be a synergistic combination of high-quality sound and sound with high-contrast computer assisted learning – but excessive video is not cheap. What is revolutionary about "Radiovision" is that you only need two cassette recorders, a microcomputer and a television: interactive video on the cheap. Even primary schools can afford it.

One cassette (recorded from radio) provides the voice commentary and, in a second, another (from BBC Publications) runs the computer software. The latter is connected to the microcomputer and television. Sometimes the software displays



ITV Greek Language and People BBC2, Sundays 5.00pm Repeated Tuesdays 11.45pm RADIO I Italia dal Vivo Radio 4 VHF, Sundays 5.00pm Repeated Wednesdays 11.00pm.

Greek Language and People is the only training series in the television language series. With more than a million Britons visiting Greece each year and increasing interest in modern Greek in schools and adult education colleges, this should give a long overdue boost to the language.

The programmes themselves are beautifully produced with Chris Searle bringing to grasp some basic functions and notions aided by the glamorous Kasia Dapoudaki and a host of

## Hellas to Italia

Brian Hill reviews two language series

marvellous authentic Greek characters. The scenes are fast moving and take us on a tour of Hellas from Macedonia to Mani with stops in Athens, Corfu, Andros and Sifnos.

The "Romiosini", the Greekness of the people, is captured as Chris Searle, television's ubiquitous guinea pig, tries his hand at worry beads, ordering coffee, asking for directions and booking a room. His manner with peasants, curious waiters, businessmen and shop assistants – makes for engaging television. The tone of the series is gently humorous and relaxing.

I'm a little less sure about the wisdom of confronting learners with long signs written in Greek script. The programme drags a bit in these sections and I doubt whether it shows people that the script is no barrier.

Greek Language and People represents something of a change in television pedagogy. It accepts that television role is more than a motivator and that television cannot teach. It may be that a serious learner could do better by using the accompanying publications to acquire the language and expect no more from the screen than a weekly motivation massage.

*I Italia dal Vivo* is in the traditional



mould and is effective for serious intermediate learners in schools and colleges. The programme material is based on authentic recordings made in Italy which are explained by two presenters. These are then backed up by participation exercises. Inevitably perhaps with this approach the "fresh" teacher would like. Occasionally this leads to the introduction and practice of unnecessarily complex phrases.

For serious home learners or as the basis for school O level classes, the series works well. I should have liked more variety in the exercises and more recognition of the important difference between what the learner needs to understand and what he needs to say. But overall the course is a welcome addition for the teaching and learning of Italian.

## Shared responsibilities

Educationalists and broadcasters were strongly critical of each other in a recent exchange of views on Popular Television and Education. Gillian Macdonald reports on an attempt to go beyond the accusations

the headlines of the popular press. Broadcasters responded defensively.

The conference aimed to open up a debate on the basis of the report. Critics of its shortcomings were largely held back as a springboard to better communication between broadcasters and educationalists.

According to Anthony Smith, Director of the BFI and himself a former television producer and editor of *24 Hours*, it was important for everyone to "recognize the shared responsibility of producers, parents and educationalists". He hoped the conference would help create "a clear idea of what these shared responsibilities are".

Just how difficult and necessary that is, emerged from the hostility and

ving between some of the teachers and broadcasters who were present. Accusations of trivialization and bias were hurled at the television companies, while attacks on sweeping statements and unfounded criticisms came back at the teachers.

Speaking from the audience, John Prescott Thomas, Head of Schools Broadcasting at the BBC, argued that he and his colleagues didn't produce a single programme without extensive discussion with teachers. But Mike Harris of Yorkshire Television complained that when his colleagues in Children's TV tried talking to educationalists they were "anized that educationalists didn't want to talk to them".

One major problem voiced by teachers and received sympathetically by some of the broadcasters was the

copyright law which forbids the recording of other than education programmes for showing in the class. A teacher from Cambridge was applauded when she complained that the copyright law was "a major handicap". She argued that "the educational output of BBC and IBA is not totally relevant to the classroom. Till copyright is sorted out, we cannot continue with modern teaching".

As problems and complaints were aired throughout the day, it transpired that other discussions were already proceeding in the background.

John Prescott Thomas said that the BBC was "very interested in media studies and are drafting proposals for their preparation for Schools programme, and on the media which will appear in

## briefings

radio & tv

For schools

**PICTURE BOX** (Monday 9.30, Friday 11.22, ITV) "The Christmas Messenger", a film in two parts for 8 to 11-year-olds features five Christmas carols, dramatized to draw attention to the unchanging message of Christmas.

**WATCH** (Tuesday 11.00, Wednesday 14.01, BBC2) Uses Christmas songs and craftwork to help tell the story of the nativity to six to eight-year-olds.

**HIGHER EDUCATION** (Monday 9.10, BBC2) What courses are available at polytechnics and colleges of higher education? What sort of degrees can be obtained? How do general facilities compare with those of universities?

**ECONOMICS SUPPLY AND DEMAND** (Monday-Wednesday 00.30, VHF4) Designed as an introduction to O level economics, features the activities of a group of friends forced to use some economics.

**ECONOMICS (CSE) YOUR MONEY AND YOUR LIFE** (Wed 00.50, Thurs, Fri 00.30, VHF4) Linked to the CSE course in money management. Topics studied are wages, credit, saving, accommodation and holidays.

**PHYSICS IN ACTION** (Thursday 11.39, ITV) Two programmes on the laws of motion for O and CSE students, begin with explanations of Newton's laws and their everyday application.

Continuing education

**PEOPLE FIRST** (Sunday, BBC2) A new series to give encouragement and advice to parents of mentally handicapped children.

**BE YOUR OWN BOSS** (Monday 18.30, CA) This second series is for those established in small businesses who are now looking for growth and development. A back-up kit is available.

The CEEFAX educational broadcasting information can be found on BBC1 Ceefax page 176.

1985/86. He added: "If educators could give us a clear steer about what they mean by media studies and what it is we could provide children with, nobody would be more pleased than ourselves".

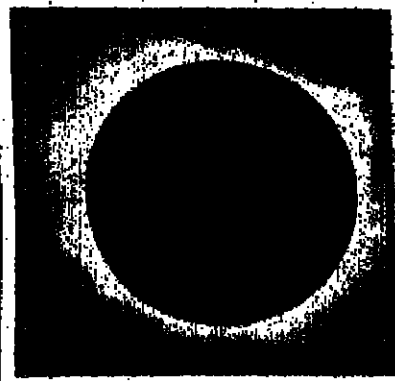
For HM Inspectorate, James Learmonth said his department was, as a result of the report, in the process of discussions with the BBC and IBA, trying to arrange for parents, broadcasters and teachers to work together.

"Where teachers are working with media," he said, "we must see how best we can support their methods." How far the document will actually affect the curriculum in schools remains to be seen. When asked about the response to the report within the DES, Mr Learmonth was more reticent. He said: "Teachers' relationship to television was and remains of interest to the Secretary of State."

But he added: "The commission [of the report] does not reflect any sort of intention to provide a serious breakthrough of media studies. It would be wrong to suggest this was an opportune time for breakthrough, but there is concern in the Department about general ways in which teachers handle television."

## Star track

With the popularity of astronomy increasing rapidly, F Anstis looks at some talks for the night sky



The Star Gazer's Guide to the Night Sky Two 40-minute cassettes Price £6.90 + 50p p&h Astronomy Project Work Suggestions for parents and teachers Price £1.50 Available from Terra Firma Cassettes, 55, Bollingbroke Road, London W14.

One consequence of astronomy's undoubted popularity as an amateur science has been a mushrooming of well-illustrated books to meet a popular demand for reliable and intelligible

practical guides to the night sky. The quality of these books has become so high that even the most excellent of new publications generates little interest and begins with the constellations. Now Adam Ford, an enthusiastic amateur astronomer, who is chaplain and teacher of astronomy at St Paul's Girls School, London, has broken relatively new ground. His *Star Gazer's Guide to the Night Sky* is provided on two 40-minute audiocassettes.

The easiest way to an understanding of the night sky and to familiarity with the constellations is undoubtedly by first-hand instruction alongside an experienced observer. For those for whom this is impracticable, Adam Ford's cassettes are a small step in the right direction. He has devised them to be used out-of-doors on a cassette player so that on a clear night the sky itself serves as a personal planetarium.

The cassettes contain six talks, each dealing with a two-monthly period. The first is concerned with the night sky at about 8.00pm on an October evening and begins with the constellations. Having directed attention to this prominent key constellation Adam Ford uses it as a basis for describing and explaining the relative distances and sizes of bright stars, and the extremely rare nature of any changes in the overall stellar pattern. Before ending he directs attention to the constellation Pegasus and uses this too for further observation and comment.

Talks for the night sky on subsequent two-monthly intervals include references to most of the prominent and important constellations of the Northern Sky. Attention is also directed to other features of special interest that can be observed with the

naked eye or with relatively inexpensive binoculars. Instructions are given for locating and observing stars of different colour, binary systems, clusters, galactic and gaseous nebulae, and variable stars. These essentially practical instructions are liberally reinforced with descriptive material on topics of such general interest as stellar evolution, galactic distances, the planetary system, and cosmological theory.

Adam Ford's hope that his guide will be enjoyed by adults and children alike is certain to be realized. His carefully-selected material, organized and presented in a stylish manner which never bewilders or condescends, will give immense pleasure to a wide range of listeners. His suggestion that the cassettes ought first to be listened to indoors, as a whole, indeed anyone who might have to move some distance



from a power supply in order to obtain a clear view of the stars and has no access to a battery-operated cassette player could still make perfectly good use of this splendid programme.

Robust cards supplied with the cassettes contain additional advice on observational technique and include for each of the recorded talks, an inexpensive set of notes entitled "Project Work in Practical Astronomy" published separately. These provide another helpful stimulus to experimental work, and can be recommended for use, either by classes in school or by individual children.



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EXTRA

## In the beginning...

David Self on materials for RE

A Suffolk teacher, Ian Prettyman, has just had a year off in order to work out how best to spend vast sums of money on Religious Education. That is not a myth, nor even (as RE teachers so often put it) "a story with a meaning". It is true. Well, the sums are comparatively vast: they come from the Keswick Hall Charity which has been set up to administer the funds resulting from the disposal of the Church of England Keswick Training College just outside Norwich to the University of East Anglia. A significant proportion of the money has been set aside "to further the provision of Religious Education" in the dioceses of Norwich, Ely and Bury St Edmunds.

So far as primary schools are concerned, on what would the money be most sensibly spent? Of all the available books, cassettes, wallcharts, programmes, magazines and multimedia packages, what are the best buys? I do not envy Ian Prettyman in the final stage of his task, the writing of his report. To be frank, it is not the diversity of materials that presents the problem but the teachers who might use them.

Earlier this year, a primary school headmistress showed me the agreed syllabus for her Church of England Voluntary Aided school. "There! What do you think of that?" I had no doubt I was being invited to describe it as a course in religious education, but over the autumn and spring terms it offers programmes on a wide variety of topics for the nine to twelve age group. Next term begins with a unit of programmes telling the stories of the founding of the major faiths and concludes with a new Radiovision programme *Celebrating Easter* (Film-strip and notes, £7.25 incl. VAT, from BBC Publications, School Orders Section, 144-152 Bernonsey Street, London SE1 3TH).

Quest's approach is open. A *Service for Schools* (Thursday, 9.05 am), once, triumphantly Christian, is also moving in this direction. One knows that the pupils and anyone teaching in a multi-faith environment will welcome this move but doubtless there will be vociferous criticism if one letter I received earlier in the year is anything to go by. I had been asked to write a dramatized story for the series, to be loosely based on *Pilgrim's Progress*. I decided to write my central character Adam, an ordinary enough first name and one with some symbolic significance. I hoped the change might make the story acceptable to Christians, Jews and Muslims. According to the letter, not only had I desecrated Bunyan's prose but involved the nation's children in a corporate act of blasphemy.

For infants, School Radio offers *Something to Think About* (now at 10.55 on Thursdays) which can be used equally well in assembly or in the classroom. The two brand leaders are both eight years old but have not dated. Jean Holm's *Teaching Religion in School* is published by Oxford University Press (019 913224 0) and is available in paperback at £3.50, while the immensely practical

*What Can I Do in RE?* by Michael Grimmit has just been reprinted again (Mayhew-McCrimmon, £4.95, 0702 21895 6). Anyone teaching in a multi-faith school would be foolish not to invest as well in a book published earlier this year, *Religion in the Multi-faith School*. It is edited by that guru of inter-faith matters, W. Owen Cole (195 6). Though it is not exclusively concerned with the primary school, it provides an excellent series of essays describing the religious upbringing and education of children of the main newly-arrived faiths, the significance of religion to those of West Indian origin, and much material on the teaching of all the world faiths (including Christianity). There are also comprehensive resource lists, suggestions for assemblies and finally a 75 page anthology of Hindu, Sikh and Muslim stories, plus a survey of stories with black heroes for primary schools. As I say, foolish to pass it by.

A next investment must surely be a supply of blank tapes on which to record the RE output of BBC School Radio (though here I must declare an interest: they have commissioned me to make programmes for them in the past and I hope may do so again). *Quest* (Thursdays, 2.40 pm, Radio 4 VHF) is the main "classroom" series. Nobody I think would wish to describe it as a course in religious education, but over the autumn and spring terms it offers programmes on a wide variety of topics for the nine to twelve age group. Next term begins with a unit of programmes telling the stories of the founding of the major faiths and concludes with a new Radiovision programme *Celebrating Easter* (Film-strip and notes, £7.25 incl. VAT, from BBC Publications, School Orders Section, 144-152 Bernonsey Street, London SE1 3TH).

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## Jonah and the Whale

Retold by Catherine Storr  
Pictures by Harry Wilkinson

*Jonah and the Whale* is one of the series of Bible stories retold by Catherine Storr (Methuen £1.50 each) in picture-book format. There are other titles from both Old and New Testaments, including *Adam and Eve* and *The Birth of Jesus*.

broadcast in the second week of next term. Called "A Proper Little Monkey", it is about a boy who is naughtily simply because people expect him to be.

Printed material is available in profusion. Retellings of the Bible show every sign of being published even unto the last generation. Among the latest are *Bible Stories from the Old Testament and Bible Stories from the New Testament* (Ward Loth, £3.50 each, 07063 6184 9 and 07063 6185 7). The text by Patricia Hunt is better than many but the illustrations are somewhat stereotyped. My favourite (so far as large format, "illustrated-through-out-in-colour" versions go) remains *The Illustrated Children's Bible* (Octopus, £5.95, 07064 0861 6); but I also highly recommend the Macdonald series of Bible stories, with lovely cartoons by Leon Baxter and a text by Belinda Holford which is both thought-provoking and amusing.

Those who want material on specific topics could do better than to consult the resource lists published in the teachers' books mentioned above. They might also subscribe to and termly mailings available from the Christian Education Movement, Chester House, Pages Lane, London N10 1PR. Their publications are not as "narrow" as their name suggests. Materials made available by committed organizers who vary considerably. Some are openly doctrinaire, others more subtly biased. It is surprising the number of Christian publishers who, for example, make available apparently impartial multi-faith books but illustrate Christianity with pictures of cheerful, out-going, fun-loving people and Islam with examples of their most extreme fanatics. Judaism suffers in a somewhat similar way. Merely there are few books around now which say the Jews are to blame for the death of Jesus. There are still plenty however which perpetuate an image of all the first century Jews being money-changers.

When one looks at just what is on offer and the problems of selection, one is forced to the conclusion that the Keswick money (and any other similar funds - it is an inspiring use of the money) would be best diverted into finding new ways of showing teachers what is available and (if only it were possible) of buying time for them to make their choices.

## Aids to thinking

My First Encyclopedia.  
Macdonald Educational £35.00 (10 volumes).

Teachers' responses to the questionnaire initiated by the team involved in the Schools Council Developing Pupils' Thinking Through Topic Work project (1981-83) indicated that some class teachers devote large amounts of time to project work. It also suggested that tasks included under the umbrella of project work should be carefully structured to ensure practice of study skills at the appropriate level of challenge for each pupil.

Resources for teaching study skills to young children have been scarce. The 10 volumes of *My First Encyclopedia* are aimed at six to nine-year-olds and provide excellent opportunities for children to develop the skills of locating and interpreting information, rather than copying chunks of text into neat folders.

Nine of the ten volumes are organized into related themes covering topics commonly explored in schools such as Living Together, Our Planet, Work. The information is presented in clear uncluttered print in manageable chunks at the appropriate reading levels. Some interesting work is currently in progress on monitoring the effect of illustrations on the reading level of textbooks. In these volumes the illustrations and photographs are of a high quality and are carefully selected to enhance, rather than distract from, the information in the text. It is refreshing to find that care has also been taken to avoid stereo-typing in the sections involving family groupings, work and different peoples - a variety of family units, including single parents; male and female roles actively challenged (a male house-parent and a female body builder); people from other cultures presented in a variety of contexts ranging from the exotic to the everyday domestic and work settings.

In each of the volumes there is a clear introduction explaining "how to use the books". Children are encouraged to develop independent strategies for pursuing a theme by following the pointing finger symbols, strip colour coding and using the indices. The tenth volume has a comprehensive index covering all the topics in the series, some imaginative suggestions about ways the children might respond to ideas in the other volumes, and a map of the series is "to stimulate enquiry and discussion" rather than to feed children dollops of definitive information. The approach thus encourages children to adopt an active and questioning approach to the text. The books would be a valuable addition to any class or school library and, if used intelligently by teachers, a real aid to developing children's thinking.

Angela Anning

## Grand tour of the world

Let's Go to New Zealand. By Geoff Burns. Let's Go to Egypt. Let's Go to the West Indies. Let's Go to Canada. By Keith Lye.

Franklin Watts at £3.25 each. Village in Egypt. By Olivia Bennett. Aboriginal Family. By Pollo Browne. A and C Black. Beans series £2.95. Wedding in Laos. By Alan Davidson. Amulet. By Joan Griffiths.

Januar Day. By Penny Hoare. Yam Festival. By Robert Pollock. Cambridge Educational Pole Star series 90p each.

India is my Country; France is my Country; China is my Country; Israel is my Country. By Bernice and Cliff Moon. Wayland £4.50 each.

Houses and Homes Around the World. By Josephine Karavassil. Festivals Around the World. By Philip Steele. The Man-made Wonders of the World. By Dorothy Turner. Macmillan International Picture Library £4.50 each.

The Jewish World. Edited by Belinda Holford. Macdonald Religions of the World series £4.95.

This selection of recent books about life in other lands provides a neat cross-section of the approaches which are currently popular with publishers and also encompasses the strengths and weaknesses apparent in books on this fascinating but difficult subject. How can authors do justice to the vastly differing lifestyles within one country, let alone a vast continent, without laying themselves open to accusations of oversimplification, stereotyping and even misrepresentation? Not very easily, seems to be the answer, judging from these latest attempts.

The most traditional approach is taken by the Let's go to... series, published by Franklin Watts. Horrific memories of the patronizing tones of older inspectors to visit foreign countries, in children's books of the past, are allayed by the strictly neutral tone of these books for 7 to 9-year-olds. The intention is to use quality colour

photographs and a simple, undemanding text to give a basic coverage of home life, work, recreation and a taste of the culture of each country. The result is rather bland, as the text is prone to bald statements like: "The West Indies are famous for music, singing and dancing" and the sentence structure is rather staccato, in an attempt to keep the text readable. I would have liked to see chapters and a contents page, even in a book for the younger age group, as it is never too early to begin to instill information skills and, as we know to our cost, it is often too late. However, the series is bright and cheerful in appearance, it makes excellent use of up-to-date colour photographs and is one of the few books of its type for this age group.

At the other end of the spectrum, we find the Beans series, published by A & C Black, where the wide-angle lens has now become a microscope, taking a close look at how one specific child and his family lives. Both *Aboriginal Family* and *Village in Egypt* are written in a semi-story fashion and indeed, Lynette, the Aboriginal girl, tells her own story in the first person. The flaw in this approach is, of course, just how much can one generalize on the basis of one family's experience? The answer is that for younger children, perhaps, the wider issues and more complex information may have to wait until their experience and maturity allow it to be conveyed in a less simplistic way. Until then, perhaps Lynette and Ezza's everyday experiences are the best way of building bridges between their culture and our own.

A similar approach is taken in the Pole Star series, published by Cambridge Educational, but the format is not as immediately attractive, being softback and using illustrations, rather than the visually stunning photographs of the Beans series. The text takes the form of a simple story about a child from the country, for instance, in *Jamaican Day*, Annie's day at school and a trip to the post office in the village are described in a gentle, low-key way. The characters and

scenes have been sensitively drawn, by both author and illustrator, and there is a useful section at the end of each book which gives some factual information, a rather rudimentary map and a glossary of unfamiliar words.

The logical extension of the technique used in the Beans series is to introduce a range of individuals from the country in question, in the hope of giving a greater insight. The series which includes *France is my Country* by Bernice and Cliff Moon, published by Wayland attempts just that. The other three titles feature *China*, *India* and *Israel* and in each one, 28 inhabitants talk about their jobs, through attractive colour photographs and a text simple enough for the lower junior age group. The amount of information provided about each person is very limited and conveys little of what it must be like to live in the country. Sometimes one has the impression that the desire to fit in a reference to the Taj Mahal or the Eiffel Tower has led to some strange non-sequiturs. However, the layout is attractive and the text has an informal chatty style which is pleasing, although to gain any overall impression of a country, the books would have to be used in conjunction with other materials.

Macmillan have published a rather strange set of books under the title International Picture Library, which have all the appearance of coffee table books for children, containing, as they do, large, lavish colour photographs, with a minimal amount of text. *In-Houses and Homes Around the World* for example, there are 15 double-page spreads, featuring homes in such varied places as Hong Kong, Peru and Somalia. There seems little logic in the choice of location and it is obvious that, on occasion, the authors have struggled to find anything constructive to



The children who have helped to paint the Albany Road mural delightedly contemplate their work. Harish Hamilton has produced a picture book about the project by Ian Menter with photographs by Will Guy at £3.76. *The Albany Road Mural* is a happy, colourful book.

say in the text. There has been no attempt to speculate about the range of different life-styles in any one country and a young child could not be blamed for assuming that all people in Hong Kong live in boats and all people in Rio de Janeiro live in slums, on the basis of these books.

Finally, a series of books on that most difficult of topics, the way in which religions are celebrated in different countries. Religions of the World is a series aimed at the top junior and lower secondary age range. The first title covers Judaism, but books on Islam and Hinduism are also in the pipeline and there is a positive attempt

not to show religious practices in isolation but to demonstrate how the everyday life of the members of any religious group is affected by their beliefs. *The Jewish World* is true to the Macdonald tradition of excellent photographs, supplemented by diagrams and artwork and a straightforward, factual text which is approachable, both in terms of level and layout. At the end of the book, there is an excellent glossary, bibliography, a list of places to visit and helpful organisations, which should provide plenty of opportunities for the child who wishes to pursue the subject further.

Vivien Griffiths



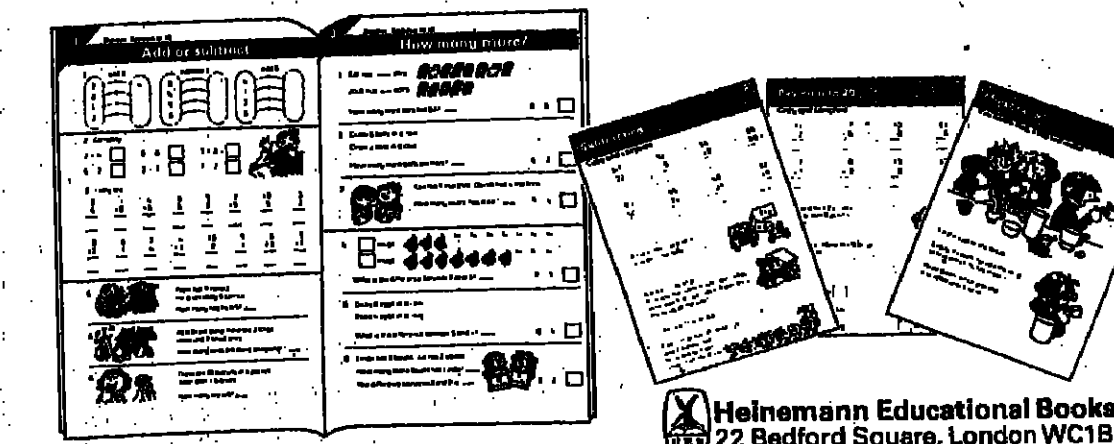
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EXTRA

## PIONEER WORK

Anita Straker on the progress of computing in primary schools

The history of computer use in primary schools is a relatively short one. In 1977 and 1978, when some secondary schools were acquiring their first microcomputers, a tiny number of primary schools decided that they too would buy equipment so that they could explore the possibilities for its use with younger children.

Over the following four years a few more joined the early pioneers. The computers which they purchased were varied: Commodore PETs, Apples, Sorcerers, Sinclair ZX80s and even some expensive 380Z machines. The main problem at that time was the lack of appropriate educational software for primary children. Where any existed it tended to have originated in America and to be almost exclusively of the drill and practice variety. One consequence was that teachers felt obliged to produce their own programs and spent many hours doing it. Their less convinced, or less knowledgeable, colleagues frequently viewed both the drill and practice material and the long hours being spent by teachers on programming with healthy scepticism.

However, in 1980 two major developments took place. First, the Department of Education and Science initiated its Microelectronics Education Programme (MEP). Secondly, the Department of Industry announced the first of its schemes to help schools with the purchase of computing equipment, making it a condition of their scheme that I.e.s.s. provide a short training course for two teachers from each participating school.

MEP began by setting up fourteen regional information centres in England, Wales and Northern Ireland (Scotland has its own separate but complementary scheme), and teams of people able to help I.e.s.s. with in-service training were appointed in each region. Curriculum development projects were started, some national and some regional or local, with the object of producing software and other associated classroom materials.

Both these initiatives were originally intended to benefit secondary schools and teachers. It was not until 1982 that the DoI scheme for primary schools was announced, and it was only this year that the MEP Primary Project was set up with a team of three field officers and two administrative assistants, based at King Alfred's College, Winchester.

One of the first tasks that the MEP primary team has set itself is to try and build a national picture of what is happening at the moment. It is immediately clear that the DoI offer for the primary sector has met with an enthusiastic response. Of the 27,000 primary schools eligible some 15,000 have already received their computers. More than 80 per cent of these schools have opted for the BBC system, about 16 per cent for Research Machine's 480Z, and the remainder have chosen the Sinclair Spectrum.

In almost every case the schools have chosen a colour monitor rather than the cheaper black and white one which was an alternative offer. Orders are flowing in, and it looks likely that by the end of 1984, when the scheme is due to finish, nearly every primary school will have at least one computer.

However, the financial assistance which I.e.s.s. are giving their primary schools towards the cost of the hardware is very varied. At least one is still debating the wisdom of choosing any of the computer models on offer. Another has supported just 16 of its primary schools in a pilot project, which it does not intend to develop unless its pilot scheme proves to be highly successful. Other I.e.s.s. have funded at least a part of each school's expected contribution, with a few providing it all. In a small number of cases (much to the envy of teachers elsewhere) a disc drive or printer has also been provided.

Each DoI computer system for primary schools is accompanied by FACTILE, a data bank program published by Cambridge University Press, and by four Microprogram software packs. Initially, there were some difficulties in meeting the anticipated

demand to participate in the scheme, so that in several areas computers arrived in primary schools without the complete pack of 30 programs. However, the full set of Microprogram material for each of the three DoI micros is now available.

The response of I.e.s.s. to this software has been more consistent than with the hardware. Where teachers have had an opportunity to look at and use a range of the 30 programs, there has been general agreement that the software is attractive to look at, that it is easy for beginner teachers and children to use, and that it should serve its intended purpose of helping teachers to get started with the new technology in their classrooms.

In addition, Factfile, and about half-a-dozen programs from the Microprogram series, appear to reflect our current thinking about what is best in the way of primary education, and they should have a more lasting place amongst the resources used by primary school teachers and children.

The third accompaniment to the DoI system for primary schools is a study pack. The pack aims to provide about 30 hours of study material, through reading, listening to audiotapes, and suggested activities using the computer itself. It was assumed that the teachers who attended the two day training course provided by their I.e.s.s. would be able to study this material beforehand. In practice, the time it takes to introduce new equipment into a school where almost all teachers are untrained in either its operation or in its educational possibilities has precluded the immediate use of the study material. The courses provided by the I.e.s.s. have needed adjusting to take this into account, but primary headteachers need to be aware that they have in the study pack valuable material to add to their staffroom library, for dipping into by all teachers over the next couple of years.

What of the courses themselves? A particular problem in most areas has been finding a sufficient number of teacher trainers with expertise both in working with computers and in primary education. In some cases, the I.e.s.s. have, perhaps with the help of MEP regional staff, concentrated first on selecting experienced primary teachers and training them in computer applications in the primary classroom, so that they in turn can assist with the running of the DoI courses for large numbers of primary schools.

Sometimes this has involved the secondment of as many as 25 primary teachers; in other cases just one or two teachers have been seconded to help. In some areas, the training is being carried out solely by the I.e.s.s. computer adviser, or by lecturers from HE institutions, some but not all of whom have experience of primary schools. In the least fortunate areas no DoI training courses for primary schools have yet been provided.

But what is actually happening where a computer has arrived for the first time in a primary school? Most schools have made plans so that each member of staff in turn can use the computer in their own classroom. Others start by using a training program linked to some activity which the children have previously undertaken. However, in a growing number of primary schools teachers have started to make use of computer based learning software which makes far more demands on both the teacher and the children than simple drill and practice material.

Granny's Garden, for example, is an adventure game for 7 to 11 year old children. It can lead to a great deal of purposeful discussion and to a variety of writing tasks since planning, reasoning logically, using the imagination and asking the important question "What would happen if..." are all required in its use.

Research about insects, about life in a forest, about witches and giants in literature, about castles or cottages, are all possible follow-up activities. The program can, if the teacher wishes, act as a stimulus to work in drama or art and craft. Mathematical

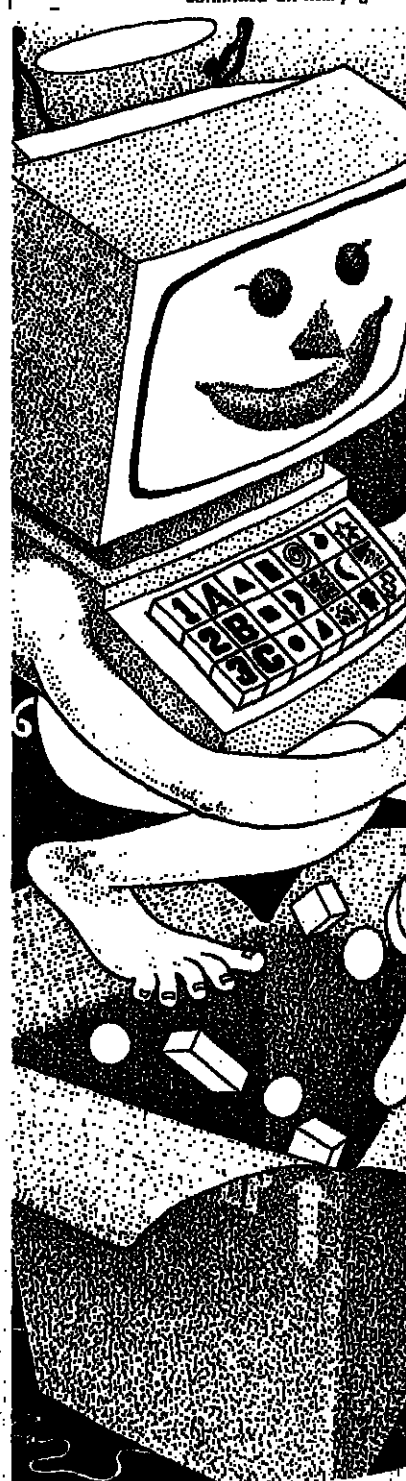
skills need to be used in the drawing of maps and plans.

The program is realistically priced at £10, and yet it can support work over half a term. It is not surprising that primary teachers are now beginning to ask for more simulations, adventure games and other programs in which children can develop a range of problem solving skills.

In a small number of primary schools other exciting uses of the computer are developing. Some schools are using turtle graphics programs like Arrow or Dart, or even a full version of the computer language LOGO, which allow children to use commands linked to distance and direction to build solutions to problems like drawing a spiral, or getting round a maze, or designing a juggernaut lorry. Other schools are using information retrieval packages like Factfile, QUEST or SEEK which can be linked to almost any project or topic work, whether the children are researching the inhabitants of their village in the last century, identifying white powders, collecting weather data, or conducting tests to decide which potato is the most satisfactory.

And what new developments in the primary school are we likely to see happening next? As schools acquire printers and disc drives word-processors like EDWORD or WORDWISE will allow children to undertake several drafts of a substantial piece of work without major rewriting being necessary. Alternative keyboards such as the Microwriter or Concept Keyboard could be used.

continued on next page



EXTRA

## The video generation

Young children may be 'expert manipulators of the fast-forward shuttle search' at home, but at school they are unlikely to meet a videorecorder at all. Hugh David reports

continued from previous page

Primary schools which have already established a problem solving approach to work in craft or design technology may want to extend this so that some of their models can be controlled from their computer. Some of the simple battery powered circuits that junior children design and make as part of their primary science work may perhaps in the future include some electronic components.

There are some very exciting times ahead, but it is true to say that we have already come a long way since the work of the early pioneers in 1978. The program referred to in this article is as follows:

FACTILE (BBC, 380Z now, western in Spring 1984)  
Cambridge University Press, Shaftesbury Road, Cambridge CB2 2RU  
GRANNY'S GARDEN (BBC)

ANAT Software, Linden Lea, Rock Park, Barnstable EX32 9AQ  
ARROW (480Z), DART (BBC) and QUEST (480Z, BBC)

AUCBE, Endymion Road, Hatfield, Herts  
SEEK (BBC now, and 480Z in Jan 1984) Module 4, Computers in the Primary School

Longman Microsoftware Unit, Burnt Mill, Harlow, Essex  
WORDWISE ROM Chip (BBC) Computer Concepts, 16 Wayside, Chippenham, Wilt

EDWORD ROM Chip (BBC) Chyd Technics Ltd, Coach House, Kettering Road, Flint, Clwyd

LOGO  
For 480Z (disk only) from Research Machines Ltd, Oxford

A full version of LOGO for BBC should be available in Spring 1984

Hardware referred to:

CONCEPT KEYBOARD  
Star Microterminals, 22 Hyde Street, Worcester, Hants

MICROWRITER  
Microwriter Ltd, 31 Southampton Row, London W1

Anita Straker is the Director of the NEP Primary Project.

## Antidotes for computerphobics

by Virginia Makins

The Microcomputer and the Primary School. By A. J. Orbell.  
Hodder and Stoughton, £3.95, 0 340 33730 3. (Published November 28)  
Using Microcomputers in the Primary School. By Peter J. Wrayth.  
Covener £5.50, 0 566 03480 8.

There are plenty of stories circulating about primary staff huddled in one corner of their staffrooms, backing away from their Department of Industry computer package which is sitting, boxed and unopened, in the opposite corner. These two books are attempts to give reassurance, information and even enthusiasm where ignorance, apprehension, and sometimes hostility, supposedly reign.

Inevitably they cover pretty similar ground: how to get started (both rightly stress the importance of letting people experiment in private, without the local expert breathing down their necks); available hardware and software; and extensions; uses across the curriculum; where programming does and doesn't fit in.

Both are written by keen believers in the importance of bringing micros into primary classrooms, both as invaluable educational tools and as part of children's general education. Both occasionally get tangled up in their attempts to make it all sound simple, and in places a surprisingly off-putting view of computers in primary schools creeps across.

Granny's Garden, both books do a good job of providing an informed and useful introduction for beginners who have every reason to be fazed by much of the literature, very mixed bag of programs available to beginners, and sometimes even by the short courses that are supposed to provide an introduction.

bolts, discussing different ways of introducing the machines to classrooms and children, and practicalities about care and insurance.

Orbell is better (and more readable) than the outside world, likely future developments, and programming and languages. He is also slightly more comprehensive on the possible ways children can use computers in schools, including word processing and computerized measuring instruments for science.

Neither book quite comes clean about the limitations of present software and hardware. Nor, in their understandable wish to sell the message about the machines' educational potential, economic and social importance, and the urgent need for both teachers and children to begin to come to terms with them, do they deal with the problem that, in this testing stage, computers inevitably eat up a lot of time and resources when both are scarce.

Computers certainly have the capacity to act as an invaluable auxiliary, relieving some of the drudgery of teaching, and (more positively) to extend horizons and possibilities in primary classrooms. It is indeed vital that primary teachers start thinking about their potential and experimenting with them.

But in many ways teachers are quite right to be apprehensive. There is a long way to go before the potential will be realized. At this stage, there is every danger that the introduction of computers will result in children being excitedly engaged on essentially trivial tasks. And primary teachers will have to fight hard to ensure that the prevailing interest in computers does not end by cutting back still further the time and money available for poetry and literature, dance, drama, craft—and all those areas of experience which will become even more important if children are to grow up humane and balanced in an increasingly video-based, computerized and robotic world.

The English language has a new noun. Ask any child. The video – affectionately "the viddy" – is that piece of hardware which sits under the telly. Less than a decade ago we were coyly, pedantically talking about them as VCRs. Since then a generation has grown up for whom "the video" is one of the stuffs of life. They have arrived at primary school as technological sophisticates, unable to tie their shoelaces but expert manipulators of the fast-forward shuttle search. They might not know their tables – they have pocket calculators in their pencil cases – but they do know their Sonys from their Laserdiscs.

They are the real video generation – but ironically the primary schools they are now attending have been among the last bastions to fall to the video revolution. While only three per cent of secondary schools now lack a video recorder, on a nationwide average almost 75 per cent of primary schools are still having to devise timetables around the advertised transmission times of schools' programmes.

The "time shift" facility which can obviate such problems is clearly the biggest advantage of the videorecorder in both primary and secondary schools, as it still is in the majority of homes. Indeed, it is true to say that in many schools, and in primary schools in particular, time shift is the recorder's only function. As yet, the educational equivalents of the high street video rental shops, film libraries and local authority resource centres, stock relatively little material on video which is relevant to primary-age children.

Not through any malice on their part; the producers and distributors of software have until very recently shown a marked reluctance to involve themselves in the educational market. The material is just not profitable. The potential of video in the primary school, however, remains enormous. Robert Dilks, Headmaster of Greenwood Primary School in the London Borough of Merton, is convinced of that. The school owns two television sets but has had its own video recorder only since the beginning of this term. Already the benefits the "new toy" has brought have far outweighed its initial cost, says Dilks. (That cost, incidentally, was met by the school fund; only the videotapes themselves are being bought out of capitation.)

The presence of the recorder, tuned and installed on the shelf beneath the television, has had a dramatic effect on the life of the school. Timetabling, of course, has instantly become more flexible, but Robert Dilks has also noticed the recorder's influence on the staff's style of teaching. They are able to be more selective about what they take from broadcast programmes, previewing and then rejecting some, editing others to the needs of their classes and preserving a select few for later use or as permanent resources.

The machine also plays a part in what he refers to as "internal in-service training". At present his staff are recording for their own use a BBC Continuing Education series on multi-cultural education, watching and discussing playback as part of their attempt to devise a school strategy.

Possibly the most exciting and ultimately the most important aspect of video in primary schools is the whole field of pupils' "hands on" experience. At Greenwood Robert Dilks is aware that they are only scratching the surface, but he is already keen that children should have – supervised – access to the machine. "Most of them have got one at home already. They know all about it, and operate it in the School's Resources Room quite happily". After only a few weeks, the school is already building up its own library of resource cassettes to which children can be directed in project work. "They have been using cassette tape recorders like that very successfully. Video is even more important".

Without a camera, however, Greenwood School cannot take things very much further. Although the importance of video production, in particular its effectiveness with less able pupils, has been recognized in secondary schools for some time, it is unusual and still newsworthy to find a primary school where the children's hands are on the Record as well as the Playback button – a state of affairs which Vincent McGrath, Media Resources Officer at the British Film Institute, is keen to remedy.

He has recently run a pilot project with pupils from Beaufort House Primary School in London (described in last month's TES Video Extra, October 21) which left him more convinced than ever of the value of video and video production in the primary school. "No, there isn't a great deal of activity at present," he agrees.

There's no system or approach, it's all dependent on having an enthusiasm on the staff, but the potential's there all right".

Already, he believes, primary schools use video more extensively and generally more satisfactorily than the majority of secondary schools. Even when they are merely replaying off-air recordings, in McGrath's experience primary teachers prepare their classes more thoroughly and devise better, more imaginative follow-up work. The programmes are not just isolated items in a course but properly integrated elements.

Vincent McGrath's project was partly financed by the Inner London Education Authority and run in an ILEA school where, admittedly, circumstances are rather different from those in other areas of the country. Nearly all the authority's primary schools have video recorders; the ILEA Television Service has for many years been producing its own material, and audio-visual advice and expertise is freely available to teachers. But McGrath does not see any reason why, given the initial enthusiasm of staff, his work could not be copied in many schools around the country.

He is now engaged in writing it up, in an attempt to give interested teachers "the recipe". The technology, he suggests, inevitably casting eyes towards the treasures of school funds, is less of a problem. Once a school has its video all it takes is a light and a camera – and at the moment they are virtually giving those away in Tottenham Court Road.

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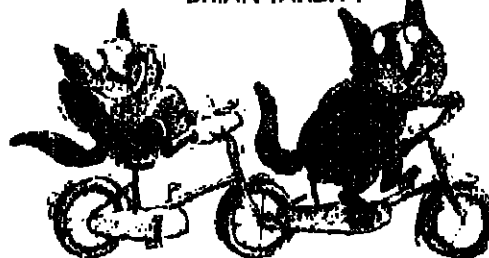
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EXTRA

Very little research has been carried out into the effectiveness of educational television in primary schools – particularly with children up to seven years of age. Nevertheless, claims are made for the value of television as a resource, which, it is said, has the potential for linking experience to language, helping to formulate ideas, and stimulating thinking. These claims suggest that educational television viewing can make a contribution to young children's education. Furthermore, it is argued, broadcasts introduce a new, well-researched and carefully prepared stimulus into a school, a stimulus which does little to threaten the professional pride of practising teachers. Educational television may assist teachers but its efficacy is questionable, even after many years of provision.

The classic method for measuring the effectiveness of educational television is to compare children taught through television with those taught in another way. This method assumes that television can teach and while it may be applied to older pupils, it has a different significance for young children. Television is a teaching aid and not the source of learning for them.

Concern should be given to the psychology of learning and the role of educational television in the curriculum for young children. When television is used for direct teaching, children are required to analyse. They interpret what they see and hear through abstractions based on past experience. Television may provide language lessons to watch and listen to, present mathematical notions desirable for young children to acquire, and show examples of the Roman way of life to stimulate a topic, but such broadcasts demand reasoning at a formal level of operations.

Young children have not reached the stage of mental development to apply abstract reasoning to rationalize and deduce from indirect experience. They are at a stage when learning originates from direct experience. Much of what young children are required to learn in school can be shown on television, but it is questionable whether they learn from it. They



## A rival system

Ernest Choat, Harry Griffin and Dorothy Hobart on the need for more research into the use of educational television

are not at a stage in their intellectual development to connect many explanations seen on television with reality.

Research has shown that it is common for children to appeal to adults for interpretation or explanation of material seen on television. The resource is often a thing of make-believe and they frequently ask whether what they have seen was real or true.

The efficacy of educational television can be measured only within the use made of it by teachers, who, when using television as an educational aid, have to overcome habits and patterns adopted with home viewing. They cannot switch on a television set and expect young children to diagnose the content of a broadcast as they would themselves. Even if children do acquire some understanding about their world from the media, teachers still have two important functions to provide an intelligible framework for a thorough understanding of what is viewed and to develop a critical awareness of the limitations and distortions of the media.

On the other hand, it may be alleged that television is no longer a special and different kind of resource in a school. With its power to capture minute details, to penetrate inaccessible

areas, and to transport young children to places they would not otherwise visit, claims could be made that the television camera brings dimensions into a classroom which are otherwise unattainable. Television may possess these qualities, but its worth is negated if provisions are not made to harness its potential to what a school requires for its pupils.

Educational television cannot be isolated from other curriculum considerations. A television broadcast should be part of the children's normal school day. It should have an integral place in a teacher's provisions and slot into the intended activities for the children. The Plowden Report interpreted the role of educational television in the primary school curriculum. It stated that television was part of ordinary life to which children were accustomed and could be described as "a rival system of education". Children should be taught to use it profitably and associate it with learning as well as with entertainment, but there was still a particular need for schools to provide direct experiences for young children to exercise their perceptual powers. Teachers, therefore, have an equally positive role to play when using educational television as they have in the rest of their teaching. Children will be

passive viewers unless provisions are made to use television to some purpose.

The function of educational television in the curriculum for children up to seven years of age has been neglected despite the fact that 95 per cent of primary schools are equipped to receive broadcasts and that many schools are now purchasing video recorders. Although the medium is a resource for teachers, its viability has not been proven. For instance, most teachers make extensive use of the booklets which accompany series. The booklets provide ideas and suggestions for follow-up activities, but are these necessary or should teachers be encouraged to devise their own treatment of programmes?

Whole class viewing appears to be the norm for most teachers. This is attributed to organizational problems in catering for groups of children, but it is occasionally effective for four-year-olds in a vertically grouped class to watch a programme intended for older children. Teachers overwhelmingly contend that provisions are made with follow-up work appropriate to each child when "class viewing", but to what degree does this really happen in most classes? Some schools now have video recorders, but to what extent do they differ from an off-air broadcast? Recent observations in classrooms indicate that most teachers use them for time-saving convenience.

There are only a few of the questions which educational television raises. It needs a great deal of research and it will be some time before substantive answers are forthcoming. We are making a contribution towards this by carrying out the first full-scale investigation in England and Wales into the relationship of the medium with the curriculum for young children. Any comments or observations on the matter will be welcomed.

Ernest Choat, Harry Griffin and Dorothy Hobart are working on an investigation into "Incorporating educational television into the curriculum for children up to the age of seven years" at the University of London Institute of Education.

## Video vespers

by Hugh David

### VIDEO

**Just So Stories**  
Five of Rudyard Kipling's stories told by Ronald Pickup  
Postman Pat  
Four adventures from the TV series.  
Longman Video  
Recommended price: £29.95 per tape.

Teachers, writers child psychiatrists, even a few caring parents might object, but the age of the bedtime story is all-but past. Technology is taking over; parental performances are giving way to the video vespers.

The idea is appealing. There can be few parents who have not complained at the drudgery of nightly reading their offspring into oblivion. Why not just turn on the telly and let former National Theatre actor Ronald Pickup do the honours? He can even manage the funny voices in a selection of Rudyard Kipling's *Just So Stories*, recently issued by Longman Video in their Children's Treasury series. Not only that, cassetted he can be made to do that favourite bit again – and again – over any boring bits and start and stop at will.

As bedtime stories or general children's entertainment the *Just So Stories* have a lot to recommend them. A previous generation of video stories was illustrated by a succession of still pictures. Things have come a long way since then. The five stories on the cassette are illustrated by fully animated cartoons which perfectly convey the atmosphere on the banks of the great, grey-green, greasy Limpopo river. There are familiar tales like "The Elephant's Child" and less well-known ones such as "The Beginning of the Armadillos". Each one lasts around ten minutes and is completely self-contained. Snatches of reggae music enhance the period appeal of Kipling's Edwardian anthropomorphisms and complete a production that will certainly be viewed by adults long after nursery bedtime. Its appeal is just so.

Postman Pat's appeal is far more up to date. The puppet series, very popular on television, concerns life in the village of Greendale where everything might look at Trumpton used to but boys have radio-controlled model aeroplanes and farmers trundle around in bulldozer tractors.

Not a lot happens in any of the four stories included on the cassette (which is also part of the Longman Children's Treasury) but Pat, his cat Jess and the rest of the Greendale community have an appeal as potent as the Archers. With an "I" and an "O" you can make an alphabet. This design exercise requires careful and original thought to see what the minimum is which need be added or subtracted from the "O" to make an "I" or "A" or "C" etc.

Drawing, especially analytical drawing, involves asking questions; it entails the recognition of an object's components and finding the best way of putting them down on paper; the more you draw, the more, if you are drawing thoughtfully, you see. With this in mind the following Ann Hechle tape is interesting. The children are told to shut their eyes whilst she draws a gothic letter "O" and "I" on the blackboard.

The children open their eyes and they try the "O" and the "I" for themselves, to do this they have to deduce for themselves from the samples how the forms are constructed and at what angle to hold the pen, and work out the right width of a letter in relation to its height, and what the thickness of each stroke should be. Work can progress to other topics such as the matter of matching letter shapes to the meaning and sound of words. This is a rich exercise because it quickly becomes apparent that all around us the people who use distinct letter forms – advertisers, for example – choose their letter forms carefully to match the meaning of their message. Clearly the content and scope of such work can be tailored to meet the age and demand of particular children.

Information from the Education Office, Education Department, Crafts Council, 8 Waterloo Place, London SW1V 4AU.

## A stomach ache or headache?

Will Harris reviews English language books

**Elementary Grammar Books 1, 2 and 3**  
By Muriel Higgins  
Longman 582 55890 5, 582 55891 1, 582 55892 3 £1.10 each.

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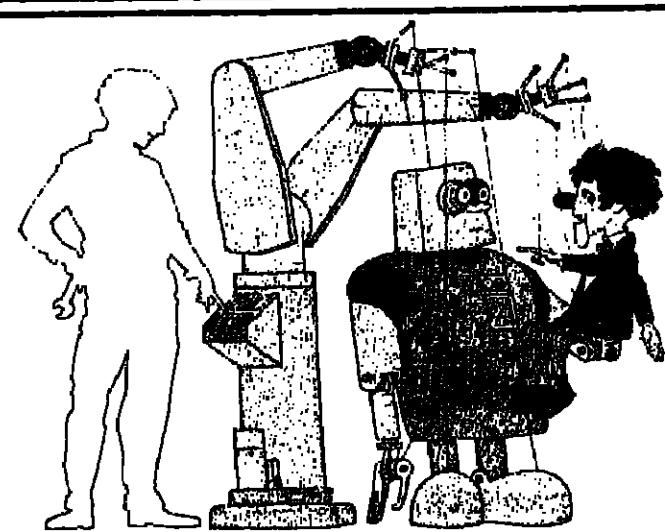
and down the country are spent on rubbish like this in the vain hope that children will write better English. They'll get lots of ticks, all right, but that's all head stuff, and I am more interested in the heart. I refer Muriel Higgins and Longmans to the research that has been done into formal grammar, conveniently summarized in Andrew Wilkinson's *The Foundations of Language* (OUP, 1975): "Training in formal grammar does not improve pupils' composition. A knowledge of grammar is of no general help in correcting faulty usage". And so on.

I do not eschew grammar. I am actually fascinated by it, not least because all my pupils have it in abundance. But a formal study of it has no place as the core of primary children's English work. They should be far too busy practising writing of their own instead of mucking about with someone else's piling sentences. Having said which, I can hardly be expected to welcome any of the fill-in-the-blank books. Nor do I. *Everyday English* Books 1 and 2 I have already brushed aside in these columns. Books 3 and 4 have come my way, and I am no more enthusiastic. As I said then the stuff in these books is not *Everyday English*. *Everyday School English*, perhaps, but that's different. And very sad.

I haven't met the Check Up series before. There are, apparently, *First Check Up Tests*, *Intermediate Check Up Tests* and *Check Up Tests*. At least the authors come clean and call them tests, not exercises. The comprehension books are straightforward enough: read the passage, answer the questions. Not much beyond the literal

level, but then you can't test subjectivity very easily. I am surprised to see Ronald Deadman's name linked to the English Language book. The tests are thoroughly predictable, safe and excellent busy material. No, they are tests – useful diagnostically, I suppose. But again I hear the cry: "Take out your Check Ups and do the next test" – and that's another English lesson over. The *Check Up Work Skills* are miscellaneous: number, language, general knowledge; matching, odd out and so on. Useful in a limited sort of way, perhaps; but if a child can't sort out *NGERE* to make *GREEN*, or see what is wrong with *It was beach on the hot at Penang* (all very ethnic, this book by the way), what do we decide his weaknesses are, and what do we do to remedy them? More of the same? And if a child really can't do stuff like that, do we need such a book to tell us so?

*Patterns and Sequences* is an unashamed phonic approach to reading and spelling. The visual aspects are incorporated, but I prefer to see them given dominance. I prefer not to see mule, rule, yule, cruel, duel, fuel, jewel in one family, under the heading "A particularly as they are not one specific phonic family. *Mule, rule, yule* together, *cruel, duel, fuel* together, and *jewel* with *welcome*. Which is what Maria Campbell Hogg sometimes does. Under *ea*, for example, we have *pear, bear, wear, tear, swear* (printed in red because they are a phonic group) with *earn* and *learn* underneath in black. So it's not *ea* we're after but *ear*, it seems to me, and visually, not phonically. Muddling. Charles Cripps's *Word Bank* (Macmillan) is a much better bet.



From *Robots*, written and illustrated by Heinz Kurth, a look at robots from the early puppets to the companionable, speaking, house cleaning futuristic version. On the way it looks at robots in industry and compares human systems with robotic sensory equipment. The book costs £4.95 and is available from World's Work.

## Weighty matters

*Investigating Weight. Investigating Volume. Investigating Angles. Investigating Shapes.* By Ed Catherall. Wayland £3.50 each.

Some classroom schemes for primary mathematics seem to go out of their way to provide only dullness, irrelevance and repetition. One way around this problem is for the concerned individual teacher to ensure that the school or classroom library contains books which are mathematical in content, but which take the subject out of its basic pedagogical context.

This series has clearly been designed to be library stock, and, although expensive to purchase, are well bound with attractive covers. They are obviously durable enough to last for

many years of use. Mathematically they are extremely sound, but the topics are the ordinary stuff of classroom schemes rather than attempts to show the power and interrelationships of mathematical concepts. Each book requires the use of experimental and investigatory approaches, but, in attempting to be teacher-proof, is excessively wordy.

However, I believe that they could find a niche in a primary school library simply because they are so ordinary, and so like "normal" mathematics texts. There is often a need for an individual or group to follow up an aspect of mathematics from a new viewpoint and these books would fit that situation. They would, however, require guidance and explanation by the teacher, or parent, if interest was to be sustained. Despite being short, (only 32 pages), they each cover roughly 30 activities and that is perhaps too many on one topic for a child to cope with in one go.

Paul Harling

## Programme of 'Extras' Planned for 1984

- |      |                                   |
|------|-----------------------------------|
| Jan  | 6 Travel                          |
| Feb  | 13 Children's Books I             |
| Mar  | 20 Economics & Business Books     |
| Apr  | 27 Travel                         |
| May  | 3 Modern Languages                |
| June | 10 Video & Film                   |
| July | 17 Music                          |
| Sept | 24 School Visits                  |
| Oct  | 2 Computers in Education          |
| Nov  | 9 Primary Books                   |
| Dec  | 16 Winter Sports                  |
|      | 23 Science                        |
|      | 30 English, as a Foreign Language |
|      | 6 History                         |
|      | 13 Geography                      |
|      | 20 Resources for Learning         |
|      | 27 Health Education               |
|      | 4 English                         |
|      | 11 Mathematics                    |
|      | 18 Reference Books                |
|      | 25 Computers in Education         |
|      | 1 Art & Craft                     |
|      | 8 Children's Books II             |
|      | 15 Home Economics                 |
|      | 22 English, as a Foreign Language |
|      | 29 Reading                        |
|      | 6 Music                           |
|      | 7 Travel                          |
|      | 14 Special Needs                  |
|      | 21 Science                        |
|      | 28 Travel                         |
|      | 5 Craft Design & Technology       |
|      | 12 Video                          |
|      | 19 Mathematics                    |
|      | 26 Modern Language Teaching       |
|      | 2 Computers in Education          |
|      | 9 English                         |
|      | 16 Children's Books III           |
|      | 23 Primary Education              |
|      | 30 History                        |
|      | 7 Geography                       |
|      | 14 Religious Education            |
|      | 28                                |

## Positive shapes

Peter Dormer on the role of calligraphy

In an article *Journal of Art and Design Education*, Stuart Macdonald recently complained that art in primary schools "is in danger of becoming merely crude 'comic strip' illustration, or poor visual shorthand for verbal work". Too few school teachers regarded drawing as a direct observational exercise leading to analytical work. Analytical drawing developed visual discrimination because it involved directed thinking and decision making, he said.

It is these ingredients which Ann Hechle, calligrapher, stresses in the work she does with new pupils. Although Ann Hechle is one of Britain's leading professional calligraphers and engaged full time on her own work she undertakes some freelance teaching which includes sessions with young children in which they learn the rudiments of designing letters. Ann begins with large sheets of paper, paint and home made pens made from pieces of balsa wood, three centimetres wide, bevelled at the bottom edge, wrapped in a scrap of felt and held together in a bulldog clip. These pens are cheap, can be made in different widths and, unlike the brush, can be used for learning about thick and thin strokes.

Whereas the brush is an unpredictable tool, especially for a beginner, the pen makes marks that always correspond to the angle at which it is held against the paper. Thus the pen is predictable and the children can teach themselves a repertoire of marks with which to make patterns and alphabets.

This is elementary and sounds remote from "analytical drawing" but it is not. After all, to acquire a vocabulary of marks you need to think about the work and shape you want and think how you are going to achieve it. Later, after they have filled a large sheet of paper with thought-out experiments, Ann Hechle is able to draw the child's attention to the way positive and negative shapes work together – lines create spaces, spaces are shapes of lines. From this point she can proceed to setting tasks such as repeat patterns, which teach the notion of rhythm and

also demand the skill of putting something down in a consistent shape. Alternatively the children are asked to make a series of squares using the pen at different angles – the choice of stroke dictates the shape of the space inside the squares.

The next stage is particularly interesting because the "square" can be treated as the letter "O", the art and design of it all is to see how little you need to adapt it to make all the other letters of the alphabet (in lower case). With an "I" and an "O" you can make an alphabet. This design exercise requires careful and original thought to see what the minimum is which need be added or subtracted from the "O" to make an "I" or "A" or "C" etc.

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Information from the Education Office, Education Department, Crafts Council, 8 Waterloo Place, London SW1V 4AU.

## Ideas for adaptation

by Paul Harling

adapted specifically for the needs of individuals and groups in a particular class, or to stimulate children's mathematical curiosity beyond the constraints of the mainstream scheme. The two items considered here are recent examples of the genre and illustrate two extremes of provision in terms of price, adaptability and usefulness to a busy teacher.

*Activities for Primary Mathematics* is part of Macmillan's Classroom Guides Series. It is cheap, short (48 pages), of handy size and contains nearly 40 activities divided under the headings: Mastery of Small Numbers, Logic, Addition and Subtraction Games, Coordinates, Place Value, Old Favourites (sic), Equations, Codes and Class Oral Activities. The target

age groups vary from five to ten plus years and some activities are noted as particularly suitable for remedial purposes. Few words are wasted and each activity or game is considered under the headings: Aim, Equipment, Procedure, Activity, Examples and Extension.

It therefore theoretically provides remarkable value for money, being crammed with sensible, tried and tested, although rather routine activities, which would find a ready place in the mathematical work of any primary school class. Unfortunately, it is only a teacher's book and would require vast amounts of teacher time and several reams of card and paper to be fully implemented. Nevertheless, at £1.95 I would suggest that a primary

school would be unwise not to purchase a copy. For a modest price the classroom library would definitely be enriched and some teachers may find the time to do more than look at the book and sigh wistfully.

At the other end of the spectrum of provision is *Topics and Activities in Mathematics* published as part of the scheme *Primary Mathematics: A Development through Activity (SPMG)*. To buy a full set of 30 would cost some £36. The books have been designed to supplement and extend the core work of the scheme at stage four (10 to 11 years of age) and stage five (11 to 12 years of age), although they would appear to have some relevance at earlier stages with bright pupils. Each

book contains between five and nine "topics" which are developed to various degrees depending on the age of the children and the topic in question. They cover the use of calculators, multiplication squares, shapes, graphs, probability, codes, solids and nets, area and volume, number bases, curves and measurements. The teacher's book/answer book gives details of content, materials, lines of development and possible extensions of the topics. All in all, it appears to be a very impressive package, useful and adaptable with a variety of schemes at the upper junior level, and mathematically extremely sound.

Unfortunately it seems to have gone too far in the provision of material. Some of the topics will have been included in any mainstream scheme for schools, and good teaching should have already developed the desired problem solving approach – so the series would seem to be a luxury purchase for a school. If there are doubts about it being fully used there are many less expensive alternatives.

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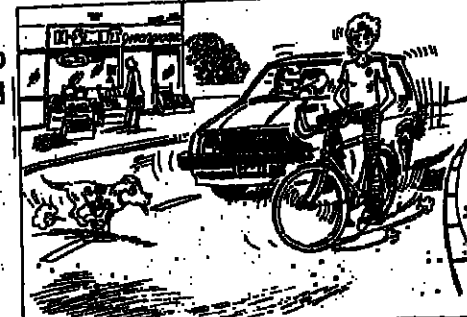
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## Who shall judge?

Assessment in Primary and Middle Schools, by Martin Shipman  
Croom Helm £15.95, 0 7099 2344 9.  
£7.95 2345 7.

The problem is that whenever I see a book like this these days, I have to haul out my anti-prejudice rose-tinted specs before I can bear to look at it. This is because as the years go by I become more enmeshed in the notion of education as an organic, romantic business not to be judged by mortal strictures but existing in its own right like a beautiful Pre-Raphaelite picture glowing on an easel in a sinking attic. When I really get into this groove, I perceive the notion of "teacher" as so manifestly purer than that of "businessman", "sales executive" or the accursed "policeman", that I begin to deny the right of anyone at all, save Peter at the Gates - and he had better watch his tone - to call me to account. "How dare people who are screwing up the country tell me..." and so on.

Well, a bit over the top perhaps, but the basic thought is there and is shared by many of us. We resist implicitly the continuing attempt by the "ravenous philistines" to cram us into a "means ends" model of existence, or to hold us to the attainment of defined objectives.

Fortunately - and it was with some relief that I discovered this - Shipman understands this well enough. He does not, therefore, set out to construct an ideal framework of assessment and

evaluation and then strive to sell it to teachers as a necessary adjunct to professional practice. Rather does he start by pointing out that every teacher assesses and evaluates all the time - continuously, on her feet in the classroom, where every next move is dictated by judging the results of the previous one. Having thus pre-empted the anti-assessment argument, he then goes on to show how with a bit of thought and a bit of structure, the kind of quasi-instinctive assessment which every teacher is doing all the time can be made more useful and more universally accessible.

Part One of the book is about assessing pupils, and there is much advice on such matters as referencing and the construction of valid and reliable test and test items. Shipman is good at pinning down the theoretical roots of classroom confusions, so that, for example, he can show that the vagueness of a testing programme may be the result of lack of clarity about the kind of referencing being used. And in the same way he deals, simply, with the statistical procedures which can help teachers present lists of marks in a more universally applicable form. He examines published tests and indicates how they can be most efficiently used.

Part Two turns to the often ignored, or at least under-valued, process of evaluating the work of the school. What makes this particularly timely is that, as I see it, the publication of HMI Reports is providing an important catalyst to the process of self-evaluation.

With this I agree (with some relief I might add) but one of the problems is that we are plagued with observers and critics who would approve of the first school and be horrified by the second. As Shipman says, "LEA self-assessment documents contain a clear preference for the tight ship". Someone ought to tell them that the tightest ship ever was the "Bounty".

In the end this is a helpful book, written with great sympathy and understanding for the teacher who has to manage 35 children every day and just wants to know when she can fit in a bit of testing. If it sometimes lapses into the patronizing ("This is because people want to know that we are competent to do things, or the best person for the job") then this is just the eager salesman talking, and in the end his enthusiasm carries him through.

Gerald Haigh

continued from page 33

Theories about dinosaurs are changing all the time. No one knows what colour they were or why they suddenly died out after millions of years of success and it is now even disputed that they were cold-blooded reptiles. To help children see the kind of fossil evidence on which the theories are based, Stuart Baldwin has produced a set of replicas of parts of dinosaurs and their relatives. Complete sets, including an Ichthyosaurus snout and Iguanodon tools, are quite costly, nearly £50. But Mr Baldwin, who is a self-taught palaeontologist and one of the biggest manufacturers of fossil replicas in the world, has also produced a splendid pack for the classroom. Based on close consultation with teachers about what was needed to illumine and enliven their dinosaur projects, the pack consists of a highly informative teachers' booklet, fact sheets and worksheets enough to keep several classes of juniors busy for some terms. (*Dinosaurs and Their Relatives*, £8.50 project pack.)

Granada TV is currently showing a series called *The Dinosaur Trail* (pre-viewed in *THE TES*, 30.9.83), which has had ratings of three million viewers. Stephen Leaby, the executive producer, told me that was even more than the audience for the newly re-run *Crackerjack* on the BBC. The series has been based from the enthusiasm and commitment of Dr Beverley Halstead of Reading University, who has written two books of "fiction" for Collins, illustrated by his wife Jenny (*A Brontosaurus Terrible Claw*, Collins £3.95, each). Each tells the life story of a hypothetical individual dinosaur, with the relevant fossil evidence for each incident provided in a box accompanying the main text. Unfortunately, once the reader has identified with a bearded dinosaur like Ajax the Brontosaurus whose Delanochys, the history becomes intolerably painful, particularly the second book, which is just an everyday story of Cretaceous carnage.

On the second programme of *The Dinosaur Trail* the address was given of the Dinosaur Club, with overwhelming consequences for Dr Richard Moody and his co-founders. They started the club in August 1982 and had so far collected 1,300 members, aged from two and a half to eighty. But in the week after *The Dinosaur Trail* they received a further 1,500 enquiries. The club, which identifies its members by a stegosaurus badge, offers posters, field trips and four copies a year of *The Dinosaur Times*, which keeps enthusiasts up to date on latest books, theories and fossil finds.

So, whatever is happening in some local authorities, where curriculum pressures might be squeezing dinosaurs out, there is obviously enough interest on the part of the children and

enough material for teachers to prevent the dinosaurs' immediate educational demise. Why do they have such a potent appeal for very young children? Is it because they are like the giant monsters of every childhood nightmare and they are all safely dead? As one four-year-old, who had evidently read Maurice Sendak's *Where The Wild Things Are*, said to me, "I like dinosaurs because they

gnash their terrible teeth and roar their terrible roars".

Mary Hoffman

Dinosaurs and their Relatives is available from Stuart A Baldwin Educational Palaeontological Reproductions, Fossil Hall, Boars Tye Road, Silver End, Witham, Essex. The Dinosaur Club is at PO Box 164, Kingston-upon-Thames Surrey KT1 3SQ.

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#### GRAYSWOOD C/E FIRST SCHOOL

Grayswood, Haslemere.  
HEADTEACHER required from the commencement of the Autumn Term 1984 for this Group 2 Voluntary Controlled First School for pupils aged 5-8 years.  
Estimated N.O.R. (January 1984) 61.  
Salary scale £9,504-£10,536 p.a.  
Application form and further details available from County Education Officer (TP/PBB), County Hall, Kingston-upon-Thames, Surrey KT1 2DJ.  
Completed applications should be returned not later than 2nd December, 1983.

#### PEASLAKE C/E FIRST SCHOOL

Peaslake, Guildford.  
HEADTEACHER required from the commencement of the Summer Term 1984 for this Group 1 Voluntary Aided First School for pupils aged 5-8 years.  
Estimated N.O.R. (January 1984) 37.  
Salary scale £9,108-£10,137 p.a.  
Applicants should be communicant Members of the Church of England.  
Application form and further details available from Area Education Officer, Area Education Office, 14A/B North Street, Guildford, Surrey GU1 4AF.  
Completed applications should be returned not later than 2nd December, 1983.

## NORFOLK HEADS

required for  
NETHERSETT WOODSIDE COUNTY FIRST SCHOOL (Group 4)  
Re-Advertisement  
BLOAY TEN MILE BANK COUNTY PRIMARY SCHOOL (Group 1)  
Previous applicants for the above post will be reconsidered automatically.  
Application forms and details from the County Education Officer, Gladstone House, 26 St Giles Street, Norwich NR1 2DL, sent on receipt of a stamped, addressed foolscap envelope.

**DEPUTY HEAD**  
required for  
WOODSIDE COUNTY FIRST SCHOOL, Norwich (Group 3)  
Application forms and details from the Area Education Officer, Gladstone House, 26 St Giles Street, Norwich NR1 2DL, sent on receipt of a stamped, addressed foolscap envelope.  
Closing date for applications - 2nd December, 1983. (8216)

### HEADSHIP (Re-advertisement)

EASTGATE C OF E CONTROLLED PRIMARY SCHOOL  
Bury St Edmunds  
Group 1. Ages 5-9. Number on Roll 42  
The school serves a mixed residential area on the north-eastern side of the historic town of Bury St Edmunds.  
Previous applicants need not re-apply as their applications will be re-considered.  
The appointment will date from the beginning of the summer term, 1984.  
Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (s.a.s. please) and completed forms should be returned by 2nd December, 1983. (8121)

Suffolk County Council

### PRIMARY HEADSHIPS

continued

**BUCKINGHAMSHIRE**  
RECONSILFIELD/CHILTERN AREAS  
ST MARY & ALL SAINTS C OF E COMBINED SCHOOL  
Marwell Road, Beaconsfield Group 4  
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher which becomes available in April 1984. Applicants must be in sympathy with the aims of the Church of England and should be fully conversant with current educational practice.  
Application form and further details available from the Education Officer, 50 London Road, West Amersham on receipt of a s.a.s. £10010 (63271)

### CAMBRIDGESHIRE

NEWBOROUGH C OF E CONTROLLED PRIMARY SCHOOL  
School Road, Newborough, Peterborough PE6 7E  
Tel: Newborough 253  
GROUP 2  
REQUIRED FOR EASTER 1984. Applications are invited from suitably qualified and experienced candidates for the post of Headteacher of this Group 2 primary school. Vacancy due to the present holder being appointed to the Headship of a larger primary school.  
Possible housing assistance. Further details and an application form available from the Senior Area Education Officer, Education Office, 100 Peterborough PE1 1UJ (s.a.s. please) on receipt of a stamped, addressed foolscap envelope. (63590) 110010

### HAMPSHIRE

NEWPORT COUNTY JUNIOR SCHOOL  
School Road, Aldershot N.O.R. approx. 250  
Required for April 1984. Applications are invited for the post of Headteacher. Group 5 school 30th November 1983.  
Application forms and further details obtainable from the Area Education Officer, 66 London Road, Basingstoke. Please enclose s.a.s. and date 2nd December 1983. Previous applicants will automatically be re-considered. (63592) 110010

### HAMPSHIRE

WILTON COUNTY PRIMARY SCHOOL  
Hale, Nr. Fordingbridge, N.O.R. approx. 100  
HEADTEACHER - Group 1 School  
Required 30th April 1984. Salary scale currently £8,108-£9,137.  
Full details and application form available from the Education Officer, 151 Lynton Road, Lynton, Devon EX26 5JF. Closing date 2nd December, 1983. (63451)

### KENT

COUNTY COUNCIL EDUCATION DEPARTMENT  
MIDWAY DIVISION  
ST. MARTIN'S C.E. JUNIOR DEPARTMENT  
Kingsway, Rochester, Kent  
APPOINTMENT OF HEAD  
TEACHER  
Roll: 98 Group: 4  
Applications are invited for the post of Head Teacher to take effect from April 1984. Candidates should be recommended by the previous post holder.  
Further particulars (s.a.s.) available from the Divisional Education Officer, Fort Pitt Road, New Road, Rochester. Candidates to whom they should be returned by 5th December 1983.  
Redevelopment: Previous applicants will automatically be considered.

TRANET DIVISION  
SOLDONDALE C.P. SCHOOL  
West Dymington Lane, West Dymington, Leamington Spa, Warwickshire CV34 5JF  
APPOINTMENT OF HEAD  
TEACHER  
Roll: 91 Group: 2  
Applications are invited for the post of Head Teacher of the Soldondale C.P. School. The appointment is to take effect from the beginning of the Summer Term 1984.  
Further details and an application form are available from the Divisional Education Officer, Denonmont, The Rectory, Leamington Spa, CV34 5JF. Candidates to whom they should be returned by 2nd December 1983.

### SEVENOAKS DIVISION

SEVENOAKS JUNIOR SCHOOL  
Sevenoaks, Kent TN11 8JF  
HEADTEACHER  
Group 1 roll approx 1000  
Required for April 1984. A Head Teacher for this mixed 11-16 age school built comprehensive school.  
Application forms and further details available from the Divisional Education Officer, 66 London Road, Sevenoaks. Please enclose s.a.s. and date 2nd December 1983. Previous applicants will automatically be re-considered. (63592) 110010

### LEICESTERSHIRE

COUNTY COUNCIL  
An Equal Opportunity Employer  
OAKHAM BROOK HILL COUNTY PRIMARY SCHOOL  
HEADSHIP - GROUP 4  
HEAD required April for this modern, open-plan school with 150 on roll. Head 5-8 years. A 25 place Nursery, situated attractively on the western side of the town and within easy distance of Rutland Water.  
Details on request (s.a.s.).  
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE5 8RF by 5th December (63397) 110010

### SOMERSET

BRADFORD AND OAKE COUNTY PRIMARY SCHOOL  
For May 1984. Head for this Group 2 school. The above school will amalgamate in September 1984. The new school will take charge of the amalgamation from 1 May. The school will be sited at Oak. Application form and details (s.a.s.) from the Staffing and Education Department, County Hall, Glastonbury, Somerset BA4 5JF. Closing date 2nd December 1983. (63694) 110010

### WALSALL

WALSALL TOWN BOROUGH EDUCATION COMMITTEE  
EDGAR STAMMERS JUNIOR SCHOOL  
Harden Road, Leamure. Walsall WS3 1RQ  
Re-Advertisement  
1984 HEAD TEACHER (Group 2) Roll 825. Allowance 242 pupils on roll. Applications are invited for the Headship of this post-war Junior School having some 10 years of experience. It is associated with an infant school on the same site. It serves a post-war inner-urban residential area. The school is situated on the North of the town centre. Applications should be returned by 29th November 1983.  
Application forms are available from the Director of Education, Civic Centre, Wall Street, Walsall WS1 1DQ. Please enclose s.a.s. and date 2nd December 1983. Previous applicants will automatically be re-considered. (63703) 110010

### ARCHDIOCESE OF WESTMINSTER

LONDON BOROUGH OF BRENT  
ST MARY'S R.C. JUNIOR MIXED SCHOOL  
Canterbury Road, NW6. Tel: 01-624 3830  
(Roll: 370, Social Priority School)

### HEAD TEACHER (Group 6)

The Governors invite applications from suitably qualified and experienced practising Roman Catholic teachers, preferably holding the Catholic Teachers Certificate, for the post of HEAD TEACHER to commence in the Summer Term 1984. The school is in modern buildings with three forms of entry. An enthusiastic and intelligent approach to modern primary education is essential. London Allowance of £987 per annum is payable. Brent is fundamentally committed to Multi-Cultural education.  
Application forms and further particulars (s.a.s.) to be obtained from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW to be returned to the Secretary, Diocese of Westminster Schools Committee, 33 Wilfred Street, London SW1E 6PS by 2nd December. Please quote the name and address of your Parish Priest for reference purposes. (8244)

### EDUCATION DEPARTMENT

## Headship (Group 6)

YARDLEY JUNIOR SCHOOL  
Harvey Road, Birmingham B26 1TD  
(Tel. 021-783 3280)

Required for Easter 1984 following the retirement of the previous Headteacher for this school of 287 units.  
Further details and application forms (enc. s.a.s.) from Chief Education Officer, Schools Division (East Area Ref. L1N), Education Office, Margaret Street, Birmingham B3 3BU.  
Closing date 9th December, 1983. (8232)

## BIRMINGHAM CITY COUNCIL

**Cambridge Educational**

**smmp 7-13**

**SCHOOL MATHEMATICS PROJECT**

**REVISED UNIT 1 OUT NOW**

A new edition of this highly successful primary school mathematics course for seven to thirteen year olds is now available.

- \* extra and even more exciting exercises for the pupils
- \* 121 new cards
- \* longer and more helpful Assessment Tests
- \* new Record Cards
- \* revised Teacher's Handbook and Answer Book

For further information and inspection material write to Rosalind Horton at the address below.

**CAMBRIDGE UNIVERSITY PRESS**  
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England



F  
TEE  
ADP.

High Path, Milton, W.  
J.J.  
Headteacher: Miss M.B.  
Barchem  
Tel: 01-542 7129  
Age Range: 3 - 9 years  
No. on roll: 181 pupils  
A vacancy exists for an  
assistant and dedicated to  
be responsible for  
throughout this P  
School with a nurse;  
person appointed should  
competent pianist and  
expected to maintain the  
sent high standard of m  
the school.

London Allowance  
Legal expenses of removal  
to be considered  
will be considered  
Application forms  
further particulars of  
the above and the  
teacher at the above  
Please enclose a  
addressed envelope  
CLOSING DATE: as  
possible. 7634671

**POWYS**  
**COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
**10, CASTLE STREET, CARDIFF**  
**SCHOOL**  
(N.R. Montgomery)  
The following posts are  
of such earlier date  
mutually be agreed.  
The following posts are  
Juniors, Scale 1 (Ref  
Application forms  
to the Education Sec-  
tion, The Lindsays, 10,

**RICHMOND UPPER  
THAMES  
LONDON BOROUGH  
RICHMOND UPPER  
THAMES  
HEATHFIELD IN  
SCHOOL  
Cobbold Road  
Twickenham TW2**

**Required for  
1984 an enthusiastic  
teacher (Scale 1  
fixed) to take a  
ception and middle  
class for two term  
The present class**

Forms (fees) sent  
from Director of  
Housing, Royal House-  
hold, 2712 Avenue  
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**BOROUGH**  
**ROCHDALE**  
**EDUCATION**  
**DEPARTMENT**

An Equal Opportunity  
Employer

**SAXON NOODLE**  
**SCHOOL**  
Wood Street  
Manchester M1  
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**SUFFOLK**  
**COUNTY COUNCIL**  
**ST. MARY'S R.C.**  
**PRIMARY SCHOOL**  
Kirkley Cliff, LD  
Suffolk NR33 0D

Further details at the Headteacher's office concerned (i.e. a.s.) whom they should be turned by 16th March 1983. (63789)

**TAMESIDE**  
See various posters play advertisements as a second language

WALTHAM FOR  
AN EQUAL OPPORTUNITY  
EMPLOYER  
SELWYN INFANT  
Head: Mrs. M. S.  
Selwyn Avenue,  
Head: Mrs. M. S.  
REQUIRED FOR  
an enthusiastic  
to be responsible  
middle infant class  
London Allowance  
Ref. No. P36

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Headteacher C  
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Closing date  
(19847)

710022 (HARV. 055547)

Wembley, RA97RW returnable within ten days.  
Previous applicants will be considered.

particulars of the post  
available from the Head-  
quarter at the above address.  
Enclosed a stamped  
return envelope, with a  
returning label, as soon as  
possible. (58468) 110020

IC. forms and  
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(65435)

Mr. M.J. Butcher, 228  
4 Street, London WC2E  
2nd December, 1988. 110022  
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Brondesbury Park, L  
NW6. (69803) 1

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ber. (69947) 110029







**SECONDARY ART**  
continued

**DURHAM**  
CHURCH  
TECHNICAL  
COMPREHENSIVE SCHOOL  
Barnard Castle  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Barnard Castle  
School, Barnard Castle, Co.  
Durham. Tel: 01662 511111.  
Further details from the  
Headmaster, Barnard Castle  
School, Barnard Castle, Co.  
Durham. Tel: 01662 511111.

**EAST SUSSEX**  
Please see composite advertisement on page 50. (65377) 131222

**LEICESTERSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity  
Employer

**WYLLIE SCHOOL**  
Hemel Hempstead, Herts  
11-16 Comprehensive  
Roll 640  
Required January for  
the Head of the School.  
Further details from the  
Headmaster, Wyllie School,  
Hemel Hempstead, Herts.  
Tel: 0462 511111.

**SURREY**  
EDUCATION COMMITTEE  
BARNARD CASTLE SCHOOL  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Barnard Castle  
School, Barnard Castle, Co.  
Durham. Tel: 01662 511111.

**Classics**  
Scale 2 Posts and above

**SUTTON**  
LONDON BOROUGH OF  
SUTTON  
GREENSHAW HIGH SCHOOL  
Sutton, Surrey  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Greenshaw High  
School, Sutton, Surrey.  
Tel: 0181 600 0000.

**Scale 1 Posts**

**MID GLAMORGAN**  
EDUCATION COMMITTEE  
EDMUND DUFFY SCHOOL  
Cardiff  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Edmund Duffy  
School, Cardiff.  
Tel: 01446 511111.

**Commercial Subjects**  
Scale 2 Posts and above

**NEWHAM**  
LONDON BOROUGH OF  
NEWHAM  
LITTLE FORD SCHOOL  
Newham, London E12  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Little Ford  
School, Newham, London.  
Tel: 0181 600 0000.

**Scale 1 Posts**

**BARNET**  
LONDON BOROUGH OF  
BARNET  
EDMUND DUFFY SCHOOL  
Barnet, London HAA  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Edmund Duffy  
School, Barnet, London.  
Tel: 0181 600 0000.

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**Scale 1 Posts**

**MERTON**  
LONDON BOROUGH OF  
MERTON  
EDMUND DUFFY SCHOOL  
Merton, London SW19  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Edmund Duffy  
School, Merton, London.  
Tel: 0181 600 0000.

**Computer Studies**  
Scale 2 Posts and above

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**Scale 1 Posts**

**MERTON**  
LONDON BOROUGH OF  
MERTON  
EDMUND DUFFY SCHOOL  
Merton, London SW19  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Edmund Duffy  
School, Merton, London.  
Tel: 0181 600 0000.

**BEDFORDSHIRE**  
EDUCATION SERVICE  
COUNTY STAFF (SUPPLY)  
COMPUTER EDUCATION  
SCALE 2 MATHEMATICS  
Required for April 1984, a  
qualified and experienced  
teacher to join this permanent  
team of teachers. Applicants  
should have some experience  
in teaching Computing and  
Mathematics. Scale 2.  
Further details from the  
Education Service, Bedford  
County Council, Bedford.  
Tel: 0456 511111.

**BRENT**  
LONDON BOROUGH OF  
BRENT  
GROVE PARK SPECIAL  
SCHOOL  
Brent, London W9  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Grove Park  
Special School, Brent, London.  
Tel: 0181 600 0000.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**CORNWALL**  
EDUCATION COMMITTEE  
There is a Removal Expenses  
Scheme for teachers taking up  
permanent appointments from  
outside the County.  
Required for April 1984, a  
qualified and experienced  
teacher to join this permanent  
team of teachers. Applicants  
should have some experience  
in teaching Computing and  
Mathematics. Scale 2.  
Further details from the  
Education Committee, Cornwall  
County Council, Truro.  
Tel: 01872 511111.

**SOLIHULL**  
EDUCATION COMMITTEE  
TUDOR GRANGE SCHOOL  
Solihull, Warwick  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Tudor Grange  
School, Solihull, Warwick.  
Tel: 0121 600 0000.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**BARNET LONDON**  
EDUCATION COMMITTEE  
There is a Removal Expenses  
Scheme for teachers taking up  
permanent appointments from  
outside the County.  
Required for April 1984, a  
qualified and experienced  
teacher to join this permanent  
team of teachers. Applicants  
should have some experience  
in teaching Computing and  
Mathematics. Scale 2.  
Further details from the  
Education Committee, Barnet  
London Borough, Barnet.  
Tel: 0181 600 0000.

**SOLIHULL**  
EDUCATION COMMITTEE  
TUDOR GRANGE SCHOOL  
Solihull, Warwick  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Tudor Grange  
School, Solihull, Warwick.  
Tel: 0121 600 0000.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**DERBYSHIRE**  
LITTLEOVER SCHOOL  
Pasture House, Derby DE3  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Littleover  
School, Derby.  
Tel: 01332 511111.

**NOTTINGHAMSHIRE**  
DAVENTRY GRANGE  
COMPREHENSIVE  
SCHOOL  
Daventry, Northants NN11 4HJ  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Daventry  
Grange Comprehensive  
School, Daventry, Northants.  
Tel: 01535 511111.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**DERBYSHIRE**  
LITTLEOVER SCHOOL  
Pasture House, Derby DE3  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Littleover  
School, Derby.  
Tel: 01332 511111.

**NOTTINGHAMSHIRE**  
DAVENTRY GRANGE  
COMPREHENSIVE  
SCHOOL  
Daventry, Northants NN11 4HJ  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Daventry  
Grange Comprehensive  
School, Daventry, Northants.  
Tel: 01535 511111.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**NORTHAMPTONSHIRE**  
DAVENTRY GRANGE  
COMPREHENSIVE  
SCHOOL  
Daventry, Northants NN11 4HJ  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Daventry  
Grange Comprehensive  
School, Daventry, Northants.  
Tel: 01535 511111.

**NOTTINGHAMSHIRE**  
DAVENTRY GRANGE  
COMPREHENSIVE  
SCHOOL  
Daventry, Northants NN11 4HJ  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Daventry  
Grange Comprehensive  
School, Daventry, Northants.  
Tel: 01535 511111.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
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Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**NORTHAMPTONSHIRE**  
DAVENTRY GRANGE  
COMPREHENSIVE  
SCHOOL  
Daventry, Northants NN11 4HJ  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Daventry  
Grange Comprehensive  
School, Daventry, Northants.  
Tel: 01535 511111.

**NOTTINGHAMSHIRE**  
DAVENTRY GRANGE  
COMPREHENSIVE  
SCHOOL  
Daventry, Northants NN11 4HJ  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Daventry  
Grange Comprehensive  
School, Daventry, Northants.  
Tel: 01535 511111.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**BRENT**  
LONDON BOROUGH OF  
BRENT  
GROVE PARK SPECIAL  
SCHOOL  
Brent, London W9  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Grove Park  
Special School, Brent, London.  
Tel: 0181 600 0000.

**BRENT**  
LONDON BOROUGH OF  
BRENT  
GROVE PARK SPECIAL  
SCHOOL  
Brent, London W9  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Grove Park  
Special School, Brent, London.  
Tel: 0181 600 0000.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**SALFORD**  
ORRELL HIGH SCHOOL  
Craven Drive, Salford M5  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Orrell High  
School, Salford.  
Tel: 0161 600 0000.

**SUNDERLAND**  
BROUGH OF SUNDERLAND  
EDUCATION DEPARTMENT  
SUNDERLAND RED HOUSE  
SCHOOL  
Sunderland, Co. Durham  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Sunderland  
Red House School, Sunderland.  
Tel: 0191 600 0000.

**Scale 1 Posts**

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD  
CHURCHILL ROAD, ENFIELD  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, Churchill Road  
School, Enfield, London.  
Tel: 0181 600 0000.

**Scale 2 Posts and above**

**KENT**  
CANTON COUNCIL  
THE SHEPPEY SCHOOL  
Canterbury  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Sheppey  
School, Canterbury.  
Tel: 0181 600 0000.

**KINGSTON UPON**  
THAMES  
LONDON BOROUGH OF  
KINGSTON UPON THAMES  
THE TUDOR SCHOOL  
Kingston, London KT2  
11-18 years 915 on roll  
Qualified teacher required for  
January 1984. Apply to the  
Headmaster, The Tudor  
School, Kingston, London.  
Tel: 0181 600 0000.

**BRENT**  
(London Borough of)

# SUPPLY TEACHERS

Qualified and experienced teachers are invited to apply for positions on Brent's pool of Supply Teachers (Scale 1). The work could include long term cover for teachers on maternity leave as well as for casual sickness. We also urgently require Primary Teachers on a part-time basis to cover induction.

London Allowance of £987 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable within 10 days. (65372)

**DEVON**

Application forms for the following appointments, except where otherwise stated, are available from the Head Teacher by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

**Scale 1-English**  
Required January or April 1984 to teach to 'O' level. An interest in Drama will be an advantage. Closing date 2nd December, 1983.

**Cullumpton (11-16 years) Comprehensive School.**  
Exeter Road, Cullumpton, Devon. (Roll 629)  
Scale 1-Mathematics  
Required April or September 1984 a well qualified graduate to join a developing department. Closing date 2nd December, 1983.

**Southway School.**  
Rockfield Avenue, Southway, Plymouth. (Roll 1,550)  
Scale 1-Mathematics  
Required January or April 1984. Interest in Computing and Computer applications desirable but not essential. Graduate preferred. Letters of application with names of two referees as soon as possible.

**Okehampton School and Community College.**  
Mill Road, Okehampton, EX20 1PW. (Roll 1,298)  
Scale 1-Mathematics  
Required January 1984 to join strong department to teach full ability range including Sixth form. Closing date 30th November, 1983.

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**SCALE POSTS**  
**Primary**  
West Croft Junior School,  
Coronation Road, Bideford, EX39 3DE. (Roll 286)  
Scale 2  
To have curricular responsibility for the Creative Arts. Closing date 2nd December, 1983.

**Estover Primary School.**  
Miller Way, Estover, Plymouth. (Roll 687)  
Scale 1-Juniors  
Required January 1984. An interest in the support of Art/Craft and Display an advantage. Closing date 30th November, 1983.

**Exeter St Sidwells C of E (Aided 5-12 years) Combined School.**  
York Road, Exeter, EX4 6PG. (Roll 260)  
Scale 1-General Subjects  
Required April 1984 or sooner if possible, class teacher with experience of 6-9 years age range. Please state particular areas of interest. Closing date 2nd December, 1983.

**Axminster County Primary School.**  
Stoney Lane, Axminster, EX13 5BU. (Roll 265)  
Scale 1-Infants  
Required January 1984 to work initially with top infants. Willingness to help with music would be helpful but not essential. Closing date 2nd December, 1983.

**Ashburton County Primary School.**  
Woodland Road, Ashburton, TQ13 7DW. (Roll 236)  
Scale 1-Juniors  
Required January 1984 if possible or April 1984. Closing date 2nd December, 1983.

**Uffculme (11-16 years) Comprehensive School.**  
Chapel Hill, Uffculme, Cullumpton, EX16 8AG. (Roll 695)  
Required January 1984 to teach Art throughout school with special responsibility for 3D/Ceramics. Closing date 30th November, 1983.















**THE DEPUTY HEADMASTER** in this school is required to be a person of high character and ability. It would be an advantage if the candidate could offer a knowledge of at least one subject.

A one-bedroomed flat is available for the candidate's residence. The school closes on alternate weekends and holidays, and the candidate must be prepared to accept this.

Application forms and further information may be obtained from the Headmaster, Mr. E. C. Ainley, at the school.

**SHEFFIELD**  
CITY OF SHEFFIELD  
EDUCATION DEPARTMENT  
NORTHERN GENERAL  
HOSPITAL SCHOOL  
Heather Road, Sheffield S5  
7AU  
**DEPUTY HEADTEACHER**  
Group 716)  
Required for Easter 1988  
Applications are invited from  
suitably qualified and experi-  
enced teachers for the post of  
Deputy Headteacher at this  
large split-site hospital  
school, which caters for chil-  
dren, young people and adults.

in most departments. Applicants must have relevant experience of work with profoundly handicapped in a hospital school or other multidisciplinary setting. An advanced qualification in Special Education could be advantageous.

Application forms, further details and an application form are available from the Chief Education Officer, PO Box 67, Leopold Street, Sheffield S1 1RJ, to whom completed applications should be returned by the December. (85177) 160

**REARVIEW MIRROR SCHOOL**  
 810 SDO  
 REARVIEW MIRROR SCHOOL -  
 Previous applicants will be  
 reconsidered and need not  
 apply.  
**REARVIEW MIRROR SCHOOL**  
 GROUP 5  
 Required Easter 1984 or  
 later if possible. A suit-  
 ably qualified and experienced  
 teacher of the visually  
 handicapped is sought. The  
 successful candidate will be  
 responsible for day manage-  
 ment of the residential pri-  
 vate school. The successful

leading rate in all countries in development and innovation. A non-identical development allowance will be paid (currently £2,004 per annum) to some road duties will be required successful applicants will be designed Deputy High the Service for the V impaired in Sheffield.

Application forms further details are from the Chief Executive Officer (Teachers Division) Box of Leopold Sheffield S1 1R1, to they should be return the 2nd December

**METROPOLITAN BOARD OF WRITERS**  
**STANLEY E. SCHOOL**  
Penny Road, Thirskway  
Warr, Merseyside L61  
(Co-educational, 8 - 11+ years)  
**1984 DEPUTY**  
**TEACHER for this Gr**  
**(ESN) at Day School**  
The school includes t  
its for Multiply Handic  
children and a unit for  
Partially Sighted childr  
Candidates who have adv  
ably held a position in  
in Special Education  
must be interested in C

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Please). Completed applications  
be returned by 7th Dec  
1983. (65904)

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**Scale 2 Posts and**

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**BIRMINGHAM**  
**CITY OF BIRMINGHAM**  
**EDUCATION**  
**DEPARTMENT**

Vauxhall Gardens, 5  
Street, Birmingham  
41A  
(Tel: 021-359 08  
Scale 2 (a)  
A Home-Visiting T  
to work at the pre  
stage with children  
severe learning d  
ties.  
Scale 2 (a):  
Two teachers to  
with children living

Scale 2 (a).  
A qualified and  
once teacher of  
impaired children  
as an instructor  
Teacher for Second  
range pupils.  
Further details  
plications forms  
B.A.E.) can be  
from: The Head  
Visiting Teacher 8  
above address  
should be returned  
ember 3rd, 1983.

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## Temporary Teacher (ART & CRAFT & GENERAL SUBJECTS) £5,178-£8,142

Required at NORTHBROOK COMMUNITY HOME, BEACON LANE, EXETER, for a temporary period whilst a review is undertaken of the CHILD CARE STRUCTURE within the Community Homes setting of Devon County Establishments. You will be expected to bring a new dimension to an already well established Teaching Team, and as the home runs a wide range of extra curricular activities, you would also be expected to offer a positive contribution to this. The opportunity also exists to develop the potential of very retarded pupils and conversely, at the opposite end of the spectrum, pupils with above average intellectual level, leading to examination. Those with special experience and expertise in major games, outdoor pursuit, music, drama etc. would be particularly welcomed. In addition to salary a £1,056 Community Homes Allowance and £1,868 Excessive Duties Allowance.

Please contact MR. R. TYLER, HEAD OF EDUCATION (during normal office hours), Tel. EXETER 51951, for informal enquiries. Application form (s.a.o. please) from DIRECTOR OF SOCIAL SERVICES, COUNTY HALL, TOPSHAM ROAD, EXETER, returnable by 2nd December, 1983.

**DEVON**



(8084)

## Leicestershire COMMUNITY WORKER

Social Services  
Based at North West Leicestershire Area Office, 43 London Road, Coalville, Leicestershire.

Salary/Grade: S.W. Level 1 or 2, within £3,264 - £8,430 per annum, depending on experience and qualifications.

A qualified and/or experienced Community Worker is required to work in an area which serves an interesting variety of Urban and Rural Communities. With the gradual run down of the local Coal Mining Industry, increasing social and economic problems will come to the fore.

Previous Community Workers, in partnership with Area Social Worker colleagues, have formed a considerable network of links within the community, resulting in the setting up of a variety of voluntary agencies and groups and it is expected that the postholder will continue to work with this network and the local community to develop alternative support systems within the District.

Essential Car User Allowance with car loan facilities. Applicants must hold a current driving licence.

Regular supervision and support is available within the Area Office.

For an informal discussion and further information please contact David Barnard, Area Director or Barry Davies, Deputy Area Director on Coalville (0533) 510521.

Post reference number 2/A/816.

In approved cases, removal expenses up to £800, legal, house agents and mortgage fees up to £1,770, lodging and travel allowance of up to £24.50 per week for a period of 10 weeks and a disturbance allowance of up to £185 will be reimbursed.

Application forms and further details from the Director of Social Services, Personnel Section, County Hall, Sheffield, Leicestershire, Leicestershire (0533) 871913, ext. 280.

**EQUAL OPPORTUNITIES POLICY**  
Applications are welcome from suitably qualified and experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

## YOUTH WORKER (full-time) (Two posts)

Portsmouth Youth Centre  
Ref No: EDU1433/GO

Olevedon Youth Centre  
Ref No: EDU1418/GO

Salary: JNC 3 (1-5) £7,485-£8,415

Assistance with removal expenses where appropriate.

Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers.

Further details and application form, returnable by 2nd December, from Director of Personnel (Tel: Bristol 235565 - Answered on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.

Avon is an equal opportunities employer.

Please quote appropriate reference number.

Education Department

**Avon**  
COUNTY COUNCIL

## Community Homes and Associated Institutes

### Other Appointments

#### KENT COUNTY COUNCIL EDUCATION DEPARTMENT WOODSIDE COMMUNITY HOME

Woodside Hill, Canterbury.

Required as soon as possible as Assistant Teacher. A multi-lingual generalist with experience in general subjects, English and/or outdoor pursuits, preferably with a driving licence and some experience of working with 'difficult' boys of secondary age in a residential unit attached to the community.

Applications in writing to the Director, Woodside Community Home, 3 Cambridge Terrace, Dover, with the names and addresses of two referees (63928).

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#### LIVERPOOL

##### CENTRAL BOYS CLUB

Salary J.N.C. Scale 3

APPOINTMENT OF YOUTH LEADER

Applications are invited from qualified and experienced youth workers for this international and child-involvement post.

Further details from: P. L. Huxford, 25, Castle Street, Liverpool 2.

Closing date for applications 2nd December 1983 (61505)

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#### NORTHAMPTONSHIRE

##### CVS (NORTHAMPTON & COUNTY)

Requires a DETACHED PROJECT YOUTH WORKER to work on a full-time basis in the Northampton area.

Salary AP4 £7,191 - £7,896.

Experience and qualifications essential.

Details from Project Director, Youth Support Scheme, 13 Haselwood Road, Northampton NN1 2JL. Closing date 25.11.83. (51502)

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#### SHROPSHIRE

##### COUNTY COUNCIL

RE-ADVERTISEMENT

YOUTH SERVICE

Due to the promotion of the present postholder a vacancy arises for a Youth Worker to work in the Youth Service, Shropshire.

Some detached work will also be required.

Previous Youth Worker experience is essential for this post and knowledge of advanced techniques.

Salary J.N.C. Range 3

Interviews to be held on 21st and 22nd December 1983. Detailed information from The County Education Officer, Shropshire, Abbey Foregate, Shrewsbury, Shropshire, WV1 4JL, should be received by 7th December 1983.

Telephone enquiries to Team Leader, Mr. S. E. Pick, Shrewsbury 505250. (6322)

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#### OVERSEAS

##### TEACHERS

TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA

Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate, good employment conditions.

For details of how to contact employers and cost, please send one page.

200. (19557) Cyp. (19557) 460000

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## GOVERNMENT OF SAUDI ARABIA TEACHERS TEFL MINISTRY OF THE INTERIOR TEACHERS

The Kingdom of Saudi Arabia invites applications from qualified and experienced in Teaching English as a Foreign Language. The curriculum is designed for adult/mature students who require a knowledge of the English language to further their career and/or to further their studies. Course lengths vary from one term to two years.

**QUALIFICATIONS:** Degree plus recognised teaching Diploma/Certificate for TEFL. Equivalent qualifications will be considered.

**POST QUALIFICATION EXPERIENCE:** Not less than 4 years

Long term appointments are envisaged in major cities throughout the Kingdom of Saudi Arabia.

Attractive tax free salaries.

Benefits include married accommodation, generous annual leave, accommodation or an allowance, travel, free medical and dental care, local travel allowance and reporting allowance.

Please send full C.V. (Ref. 07) to: Saudi Arabian Personnel Office, Suite 1, 4th Floor, 1 Great Cumberland Place, London W1H 7AL

## TEACHER SITE SCHOOL, GABON

Immediate applications are invited for the post of teacher in a one teacher school on a major construction project in the Gabon. The British school for up to ten children between the ages of 5-14 years will run in parallel with French schooling on site. The school will follow the WES curriculum to allow children located at different camps on the project and being taught in WES Home-Schools to transfer in and out of the school without difficulty. The camp, although isolated, has excellent facilities. The candidate should have teaching qualifications for primary education, preferably with some experience of teaching children throughout the age range of 5-14 years. The candidate should have taught for a minimum of five years, with overseas and preferably some site-school experience. Fluency in French is an advantage.

The appointment is from 16th January, 1984 or as soon as possible thereafter, and a one year renewable contract is offered. Good salary and benefits package.

Interviews are expected to be held in London, 14th/15th December.

For further details and application form please apply to: The Director World-wide Education Service, Strode House, 44/50 Osnaburgh Street, London NW1 3NN. Tel: 01-387 9228. Telex: 922488 (PNE 118)

## GULF ENGLISH SCHOOL Kuwait

Continued growth will create in the 1984-1985 school year eight Primary and four Secondary vacancies.

Single teachers and married teaching couples without children are invited to apply for the following positions:

**Primary Department:-**

Kindergarten	3½-4½
Infants	4½-7½
Juniors	7½-11½

Applications are also invited from Primary Music and Remedial specialists.

**Secondary Department:-**

Graduate specialists for combinations of the following subjects: Mathematics and Physics, Chemistry, Biology and Physics, English and Geography.

**Conditions:-**

Contracts are for two years renewable, tax free salary, free furnished air conditioned accommodation and portage, baggage allowance, no absence bonus, annual gratuity and economy flights London/Kuwait at the beginning and end of each contractual year.

Brief C.V. and recent photograph to Principal R. W. Sheffield MSc., P.O. Box 8320, Hawalli, Kuwait.

## UNITED ARAB EMIRATES AL DHAFRA' SCHOOL, RUWAI Applications are invited for the position of JUNIOR TEACHER

at the above school. This is an immediate vacancy due to expansion of school numbers. Applicants should be qualified female teachers aged 23-35 preferably with overseas and/or multinational teaching experience.

The school is a purpose-built building situated in a remote new township 250km down the coast from Abu Dhabi.

Rent-free, shared accommodation in villa is supplied. Initial unaccompanied baggage allowance. Tax-free salary and other benefits.

Please apply with full O.V. stating religion and contact phone number to: The Director, Dhafra Educational Division, c/o Al Dhafra School, 26 Winchester Court, Vicarage Gate, Kensington London W8 4AD.

Interviews will be held at short notice in London at the end of November/early December and the successful candidate will start as soon as possible.

## OVERSEAS continued

### KANO-NIGERIA

**MUSA ILIASU COLLEGE**

Required as soon as possible for this newly established, multi-national independent, co-educational day school for children aged 5-14 years.

Two graduate teachers with at least two years teaching experience, not necessarily overseas, to teach the post of:

(1) Head of Science/Maths Department.

(2) Head of Humanities Department.

As the initial intake of two classes was admitted only in October it is essential that staff selected be prepared to teach all subjects in the first session while waiting for their own Secondary Department.

The posts offer long term prospects and a married couple would be provided with accommodation, free passage and university fees. However single applicants can be considered.

Attractive salaries will be paid to those selected. Further details and application form please apply to: W.A. Stewart, Headmaster, Musa Iliyasu College, 100, Grafton Road, London E8 9JH. Tel: 01-553 8551.

### KENYA

Vacancy from 1st January for a teacher to be based at the Kenya Teachers' College, Nairobi. Post initially for 1 year, but subject to offer of a permanent position. Apply in writing, including curriculum vitae, to the Headmaster, Kenya Teachers' College, P.O. Box 46918, Nairobi. Tel: 01-261 6000.

### SPAIN

**BARCELONA**

Young EFL teacher required for a primary school. Experience in teaching English essential. Send C.V. with photo and references to the Headmaster, Greenway School, P.O. Box 10, Brindley Rd., Swindon SN2 9QB. Tel: 01753 7111.

### THE GAMBIA

Marine International School requires experienced infant and junior teachers for April 1984 although there may be some vacancies for January 1984. EFL background an advantage. Post would be for a single applicant and teaching couples. Terms similar to those offered by voluntary organisations but including a 25% salary increase, return airfare, settling in, transport, housing, accommodation, wages, pension applications, -teaching with the name of the school within 3 weeks of the appearance of this advertisement.

The Headmaster, Marine International School, Box 117, Banjul, The Gambia. Tel: 01-261 6000.

**CHRISTIAN TEACHERS**

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer. Missionary Movement. Shantley Ltd, London Colney, Herts, AL3 1AR. Tel: 01-593 9111.

### URUGUAY

## British Schools Montevideo

(Headmaster Mr D. Smith, MA)

This leading bi-lingual, co-educational school requires for Easter 1984, or earlier if possible:

### Two Junior School Teachers

one for 7-10 year old children and one for 11-13 years old.

Applicants, male or female, should be able to offer general subjects with some specialism in English. Experience in ESL or EFL teaching would be an advantage. A contribution to sports or other extra-curricular activities will be expected.

**SALARY & CONDITIONS** include a generous local salary, overseas bonus, free return passages and accommodation. Initial contract 2 years renewable. **INTERVIEWS** will be held in London in December. For further details and an application form, please apply URGENTLY to Mr F. J. Smith, Gabbitts-Thring Services Ltd, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

## Gabbitts-Thring

## OVERSEAS POSTS

Urgent applications are invited for the following positions:

**ARGENTINA** Senior Master for old-established bilingual school. Age 35+, English or History to 'O' levels, and control of extra-curricular activities. Ref. BDS/1

**PAKISTAN** 2 Heads of GCE Studies. English main subject, experience of exam. administration. Ref. BH

**ZIMBABWE** 2 Heads of Science: Able to administer GCE subjects generally. Ref. BPS

Teacher of French at Prep. school level. Ref. RS

Teacher of Maths to GCE. Ref. FC

All posts are tenable from early 1984, and carry free passages and accommodation. Salaries are paid in local currency and there may be remittance restrictions to UK. Please apply quoting reference number to Mr F. J. Smith, Gabbitts-Thring, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

## Gabbitts-Thring

## Administration Local Education Authority

### HILLINGDON

LONDON BOROUGH OF HILLINGDON

### SENIOR SITES & BUILDINGS OFFICER

SCALE 802 £10,648 pa - £11,136 pa inclusive

This key post in the Education Department requires drive, initiative, all round managerial skills and the ability to work under pressure. Related experience and qualifications are essential.

The successful applicant will lead a team of four experienced administrative and clerical staff and should be able to advise senior officers on sites and buildings matters.

Principles benefits include 75% increase in salary, legal fees for house purchase (max £400) and temporary lodging allowance (flexitime worked).

Application forms and further particulars available from the Personnel Officer, Hillingdon Education Department, 100, Grafton Road, London E8 9JH. Tel: 01-553 8551.

**CLOSING DATE:** 2.12.83 (59686) 480000

### SUNDERLAND

BOROUGH OF SUNDERLAND

### SENIOR ASSISTANT EDUCATION OFFICER

SCALE 802 £10,648 pa - £11,136 pa inclusive

Applications are invited from suitably qualified candidates with successful teaching experience at primary, secondary and/or further education. The successful applicant will be responsible for the day-to-day running of the Education Department and will be expected to advise senior officers on sites and buildings matters.

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## Lancashire County Council

An Equal Opportunities employer

## SENIOR ASSISTANT EDUCATION OFFICER (Planning and Development)

Salary: Lower Special Scale £15,821-£16,821

Applications are invited for appointment to this fourth tier post in the Lancashire Education Service. Applicants should have good teaching and administrative experience, a comprehensive knowledge of procedures and functions of an Education Department and be prepared to make a significant contribution to the general development of the education service.

The duties of the post will include assisting in the following:

- Forward planning of the education service.
- Reviews of educational provision.
- Preparation and implementation of the capital programme.
- Preparation of educational briefs for building projects.
- Evaluation of accommodation and site requirements.
- Furnishing of new schools and colleges.
- Maintenance of buildings.

Application forms and further details available from the Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston PR1 8RJ. Tel: Preston 263998 or Preston 263700. Please quote Ref. CO.1421/PJ.

Closing date: 8th December, 1983.

## LONDON BOROUGH OF REDBRIDGE Education Committee

## SENIOR INSPECTOR (Primary)

Salary: HT Group 10 plus Outer London Weighting

Applications are invited for the above post, vacant from 1st January, 1984. The vacancy arises as a result of the appointment of the present postholder as Principal Adviser in another authority.

Candidates should have been head of a primary school and have had substantial and varied teaching experience, particularly at junior level. Experience of advisory work would be an advantage.

An application form and further details can be obtained from:

The Director of Educational Services  
Education Department, Lynton House  
255/259 High Road, Ilford, IG1 1NN.  
Closing date: 2nd December, 1983

### SHEFFIELD

CITY OF SHEFFIELD

### SENIOR ASSISTANT EDUCATION OFFICER

SCALE 802 £10,648 pa - £11,136 pa inclusive

This post, vacant as a result of the promotion of a previous postholder, is a senior post, carrying a high status, and requires a candidate with a high level of experience and qualifications in the field of education. The successful applicant will be responsible for the day-to-day running of the Education Department and will be expected to advise senior officers on sites and buildings matters.

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Application forms and further particulars available from the Personnel Officer, Sheffield Education Department, 100, Grafton Road, London E8 9JH. Tel: 01-553 8551.

**CLOSING DATE:** 2.12.83 (59686) 480000

### SOUTH TYNSIDE

GENERAL ADVISER WITH SPECIAL RESPONSIBILITY FOR TECHNICAL EDUCATION

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**CLOSING DATE:** 2.12.83 (59686) 480000

## Royal County of BERKSHIRE

## Assistant Education Officer - Multicultural Education

£15,399 to £16,481

Applications are invited from graduates with successful teaching and administrative experience for this newly created and challenging post. The Authority is seeking the appointment of a new officer to be responsible for the implementation of a series of new programmes designed to support the County's policy on education for racial equality and to work closely with the adviser for multicultural education. The post is a fourth tier one within the schools division and is immediately responsible to the Senior Education Officer (Secondary and Special), but will involve work within the Education Department as a whole. Berkshire has a formal policy of job rotation at this level and the successful applicant can expect to be given the opportunity to transfer to another area of the Department after perhaps 2 or 3 years.

Application forms and further details (enclose large SAE, from the Director of Education (PR), Shire Hall, Shirefield Park, Reading, RG2 9XE. Tel: 01-353 8551. Closing date 2nd December, 1983.

## Deputy Youth & Community Worker

£5,048 to £7,710

Required at Wokingham Youth and Community Centre, which has established itself as a major resource in the town. The Centre is purpose-built and has a large membership of young people and adults. The person appointed should have a keen interest in a wide variety of leisure activities and the ability to work creatively and harmoniously with other adults. He/she will be required to assist the Senior Youth and Community Worker to manage and administer the affairs of the Centre and to develop the existing programme of activities. Applicants must be qualified Youth and Community Workers or Teachers. Comprehensive in-service training and personal supervision given. Further information from Peter Jones, tel: Wokingham 785213 or Mrs Rosemarie Shepherd, tel: Reading 875444 ext. 3844. Application forms and detailed job specification from Director of Education (YCS), Shire Hall, Shirefield Park, Reading, RG2 9XE (SAE please). Closing date 2nd December, 1983.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.

## Directorate of Education and Recreation

## Professional Assistant - In-service Training

Salary - PO.1 D/E £10,542-£12,300  
Including London Weighting

The Authority wish to appoint to this post a graduate teacher who wishes to move into educational administration, or an administrator who would like to broaden his or her experience.

The main duties of the post, which is located within the Schools Division of the Directorate, will be administration of the in-service training programme for teachers, and administration of the teachers' centres, with a further range of work which will provide a complete introduction to educational administration. The post offers an excellent opportunity to start or develop a career in educational administration at a professional level.

Application forms and job details are available from The Director of Education and Recreation (Ref. H4/JEH), Guildhall 2, Kingston upon Thames, Surrey. Tel: 01-548 2121 Ext. 2316.

## ROYAL BOROUGH OF KINGSTON UPON THAMES

## Careers Officer - Redditch Careers Centre

Applications are invited from qualified Careers Officers for the above post. The salary is on the scale £6,264-£7,896 per annum.

Further details and application form from County Careers Centre, County Buildings, (2nd Floor), St Mary's Street, Worcester WR1 1TW. Tel: Worcester 353366, Ext. 3498.

Closing date: 2nd December, 1983.

## County Council of Hereford & Worcester

### ADMIN.L.E.A.

continued

### SOMERSET

FROM SPORTS CENTRE

### SPORTS OFFICER

SCALE 802 £10,648 pa - £11,136 pa inclusive

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Application forms and further particulars available from the Personnel Officer, Somerset Education Department, 100, Grafton Road, London E8 9JH. Tel: 01-553 8551.

**CLOSING DATE:** 2.12.83 (59686) 480000

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BOROUGH OF SUNDERLAND

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## Administration General

continued

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## ADVISORY TEACHER Leeds OXFAM

Require as soon as possible, a Teacher for the post of Education Advisor, based at the Development Education Centre, Blenheim Terrace, Leeds, with at least three years' experience, to expand their development education programme.

The work involves support and training for teachers through courses, classroom work and use of resources and the continuing development of project work in co-operation with local education authorities. A car is available to assist you in your work and a clean driving licence is essential.







